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ABSTRACT

In spring 1984, six English instructors at Clinton Community College (CCC), in New York State, were asked to incorporate an instructional unit on library skills into their freshman English classes. To assess the overall effectiveness of the unit, a study was conducted comparing the course grades and test scores of the students who received library instruction to the performance of students who did not. The initial sample for the study include 129 students from 9 freshman English sections, though pre- and post-test data were available for only 90 students. The experimental group (N=66) received 6 hours of library-use instruction, while the students in the control group (N=63) were informed that they would receive a 1-hour library orientation at a later date. Though the students who received instruction obtained a significantly higher mean score on the library skills post-test than the control group, the post-test scores of the experimental group were not academically acceptable, especially when these results were compared to students' English final exam scores. Two problems encountered in the study were the experimental students' negative attitudes toward the extra work expected of them and the lack of support for the project from instructors. Instructional materials, the pre-/post-test, a student survey instrument, and a discussion of a 1982 effort to incorporate library instruction into the English course are included in the report. (EJV)

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PRETEST-POSTTEST EVALUATION OF COURSE INTEGRATED LIBRARY INSTRUCTION IN A COMMUNITY COLLEGE: A CRITIQUE OF AN EXPERIMENT

Georgina Fernandez

1985

JC 880 173

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ABSTRACT

This study was conducted at Clinton Community College in the spring of 1984. One hundred and twenty nine students from nine sections of freshman English constituted the sample of this study. Sixty six students received library instruction for six weeks; the remainder sixty three did not receive the treatment. A statistical evaluation was conducted to test the significance of the difference between the means of the pretest (experimental 47.65, control 46.90) and posttest (65.60 and 47.26 for the control) scores for both groups. The analysis of data indicated that there was a significant difference between the groups' means levels, evidence that contradicts the null hypothesis (H_o). The data also showed a positive slight degree of association between the results on the posttest and the Nelson-Denny Reading Test. Although the exposure to library instruction was positively associated with better performance on the library-use skills test, it was concluded that the obtained mean score of 65.5 for the experimental group was low, and that it was not academically acceptable. The pattern of low performance on the posttest is more clear when compared with the significantly higher mean of the English course (80.11). The study was criticized for using the Pretest/Posttest Control Group design as an only tool for assessing the effectiveness of library instruction. In addition, more and better planning could have provided better results; if the

ideal components of a sound research design are not included in the planning, the study should not be carried out.

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I. INTRODUCTION

Although the teaching faculty and college administrators agree that students must know how to conduct library research as an essential facet of their education, not all of them recognize that the details of such process need to be taught. Within the library profession itself there are authors questioning the value of library-use instruction as opposed to effective reference and information service for students. They argue that the role of the librarian is that of delivering the information as complete as possible.[1] For instance, Kenney maintains that "the aim of libraries is to see that users get the information they seek...we should and can enable them to find it without educating them at every step."[2]

The librarians who favor instruction programs, as this writer does, recognize that reaching and helping a large body of students on a one-to-one basis is an impossible task so they view these programs as a possible solution to the problem. Success often depends on factors related to luck, cultural background, past library experience, and traits of personality. However, a systematic approach to teaching library-use is needed to reach a larger number of students in a more effective fashion. This view is supported by a

1. William A. Katz, Introduction to Reference Works, Volume II: Reference Services and References Processes 3rd ed.. (New York: McGraw-Hill, 1978), p. 261.

2. Donald J. Kenney, "Instruction Librarians: Barriers to Information?," in Directions for the Decade ed. Carolyn A. Kirkendall (Ann Arbor: Pierian Press, 1981), p. 55.

large number of librarians who are willing to assume responsibility for library instruction because "bibliographic education must be seen as a basic goal of librarianship."[3]

The community college library should ideally serve a central role in the overall context of the college, and as such reflect the educational philosophy of its parent institution. A traditional way in which the library contributes to this educational concept is via the careful selection of resources that will support the various programs and individual courses of the college. The availability of quantities of useful material by itself, however, does not insure that the central role of the library is being adequately performed. The utilization of library resources is a critically important aspect of a college's role within an educational institution. The question arises as to the best method to promote utilization of library resources among the students of the college to enhance their educational experience within the classroom. Despite numerous studies on library-use instruction, little

3. John Budd, "Librarians are Teachers," Library Journal 107 (October 15, 1982): 1946.

research has focused upon the role of library use in the academic success of community college students.[4, 5, 6]

Several authors have attempted to demonstrate that the level of college library utilization dictates to a significant degree the difference between the highly successful students and the less successful ones.[7, 8, 9] Effective library utilization would seem to be especially important for those community college students eventually transferring to a four-year institution where a mastery of library skills may be expected. Some studies show that learning skills to handle information positively affects student retention,[10] while others indicate that students who have received library-use instruction themselves have come to realize that the world of academia inevitably relies heavily on books, and the majority agree that the level of

4. Patrick S. Breivik, "Resources : the Fourth r," Community College Frontiers 5 (Winter 1977) : 50.

5. Carol Truett, "Services to Developmental Education Students in the Community College : Does the Library Have a Role?," College and Research Libraries 44 (January 1983) : 20.

6. Floyd M. Cammack, Marr, DeCosin and Norman Roberts, Community College Library Instruction: Training for Self Reliance in Basic Library Use (Hamden, CT: Linnet Books, 1979), p. 79-80.

7. Kenneth Allen, Use of Community College Libraries (Hamden, Conn. : Linnet, 1971) p. 24.

8. John Lubans, "Evaluating Library - User Education Programs," in Educating the Library User ed. John Lubans Jr. (New York: R.R. Bowker, 1974), p. 233.

9. Donald T. Rippey and Carol Truett, "The Developmental Student and the Community College," Community College Review 11 (Winter 1983-84) : 42.

10. Steven A. Baughman, "The Community-Junior College Library and the Educationally Disadvantaged Student," Community and Junior College Libraries 1 (Winter 1982) : 29.

utilization affects their final grades.[11] Some students even believe that it helps them to focus and reaffirm their career decisions in their chosen field.[12]

Other investigations indicate that library utilization varies with the student, the curriculum, the methods of instruction, and the attitude of the teacher toward the library and library instruction.[13] "...If a professor uses BI [bibliographic instruction] out of some vague feeling of obligation but with no definite sense of its value, students will easily perceive this attitude."[14] With respect to the attitude of the faculty toward bibliographic instruction McCarthy says:

> To us it is obvious that BI merits an important place in every college and university. Regardless of all possible efforts we may make toward its cause, however, BI faces a formidable obstacle: the teaching faculty of the institutions at which it is offered. They are, of course, the leaders of the educational endeavor and the "ultimate evaluative authority" of institutional goals. All library instruction depends on their cooperation, passive or active, if it does not in fact occur at their instigation.
>
> ...faculty must be involved; but we have never really come to grips with the fact that few of them wish to be involved.[15]

11. Patrick Barkley, "Patterns of Student Use of a College Library," College and Research Libraries 26 (March 1965) : 115.

12. Lloyd A. Kramer and M.B. Kramer, "The College Library and the Drop-out," College and Research Libraries 29 (July 1968) : 310.

13. B. L. Johnson, ed., The Junior-College Library (Los Angeles: Junior College Leadership Program. Occasional Report No. 8, 1966) p. 29.

14. David Carlson and Ruth H. Miller, "Librarians and Teaching Faculty: Partners in Bibliographic Instruction," College and Research Libraries 45 (November 1984): 142

15. Constance McCarthy, "The Faculty Problem" Journal of Academic Librarianship 11 (July 1985) : 142

Administration and faculty attitude toward libraries and librarians are reflected in students' attitudes and affect the level of their work in the library. Kirk points out that if library instruction is to succeed, it is essential to "overcome some of the very unfavorable attitudes which students have towards libraries and librarians."[16]

In addition there is a problem of how and what to evaluate. While observation, verbal responses, interviews and similar techniques are valuable in evaluating instruction, they must be used with caution as they may be contaminated by the subjectivism of the observer: "we too often, like faculty members, tend to base our evaluation of an instructional program simply on the basis of the random comments of vocal students. Librarians need to make a systematic collection of data which will have the advantage of getting greater feedback from all types of students."[17]

In the literature of bibliographic education, course-integrated library instruction, involving classroom teachers and librarians in a partnership, is offered as an ideal approach for promoting the utilization of library resources and the development of critical skill in information use. The "open door" policy of the community college suggests an even greater need for integration between the curricular programs and the library service. However, both seem to operate independently. The instructors and the librarians

16. Thomas Kirk, "Bibliographic Instruction-A Review of Research" in Evaluating Library Use Instruction ed. Richard J. Beeler (Ann Arbor : Pierian Press, 1975), p. 9.

17. T. Kirk, p. 1.

need to work together to gain an appraisal of their students' reading abilities, find ways of identifying students' educational needs, identify the most effective learning methods, and develop effective teaching procedures.[18, 19, 20]

As a response to this lack of integration between the classroom and the library, two faculty members of the English department and a librarian at Clinton Community College (CCC) joined efforts to implement a six session-unit of library instruction as a component of the freshman English sections assigned to those instructors in the spring semester 1984. The rationale and assumptions behind the implementation of this unit were:

1. There was a need to demonstrate the effectiveness of course-integrated library instruction.
2. Freshman English, a required course, provided the opportunity to reach most students in any future large-scale implementation of course-integrated library instruction at the college.
3. A pilot program could serve as a demonstration project for securing support of other faculty, the library administration and staff, and the college administration for a wider implementation of course-integrated library instruction in the Freshman English course.

18. John J. Griffin, "Underachieving Students in Community College: Common Personality and Biographical Characteristics," Community College Review 8 (Summer 1980) : 17-18

19. James L. Wattenbarger, "Research as a Basis for Improving the Community College" Community College Review 10 (Spring 1983) : 58.

20. James E. Ford, "The Natural Alliance between Libraries and English Teachers in Course-Related Library Use Instruction," College and Research Libraries 43 (September 1982) : 380

4. Evaluation of the effectiveness of the library instruction by valid statistical procedures in a quasi-experimental environment, using experimental/control groups, could be highly useful for persuading others to cooperate in expanding the program.

The librarian designed and taught the library-instruction unit; she also designed the evaluation procedure and carried out the statistical operations that were to supply the central data for this research paper.

The purpose of the research was to investigate the overall effectiveness of a library-use instruction unit as a component of a community college freshman English course by comparing students' academic achievement in the course with and without the library-use unit. Although the study tested a null hypothesis (that no statistically significant difference would be found between the group of students who received instruction and those students who did not receive such treatment), the underlying assumption was that the high scores of the experimental group would demonstrate the effectiveness of the library instruction they had received.

II. THE EXPERIMENT

Clinton Community College (CCC) is a coeducational open-admission institution with an average enrollment of 700 full-time and 750 part-time students per semester. The library at Clinton has a collection of over 43,000 volumes, and it currently subscribes to 350 periodicals and 15 daily and/or weekly newspapers. The library staff consists of three professional positions and four support staff members. The professionals are the Director of Libraries, the AV Librarian, and the Reference/Library-orientation Librarian who also supervises other areas of the library--e.g., periodicals. A full-time and a half-time member of the support staff work for the AV department; the remainder two and a half positions assist the Director and the third librarian.

The First Attempt: 1982

While teaching two sections of a required one-credit course in library skills at SUNY Plattsburgh, the CCC Reference Librarian perceived the need for a formal approach to teaching library skills at CCC. There was also a need to convince the library and the college administration of the importance of such a systematic approach to instruction. The librarian took the initiative in contacting instructors from the English department. The rationale was: all entering freshmen must take the English 115 course where students are required to write a library research paper; therefore, a relevant relationship could be established

between the required paper and the need to use the library effectively.

After meeting with the six full-time members of the English faculty, four instructors agreed to participate in the library instruction experimental unit. Then the librarian contacted a part-time instructor whose class enrollment helped complete the desirable number of students for the control group. The librarian prepared the proposal for the experimental eight-week library unit as a segment of the required freshman English course. The project would have served as a forerunner for a credit-bearing course or as a required unit within the freshman English course. Both the Director of Libraries and the Academic Dean approved the unit proposal. It was implemented in the spring of 1982.

The first attempt, like the second, also made use of a nonrandomized untreated control group design with pretest and posttest; although, in this first case, the data obtained from the pretest/posttest results were not subjected to statistical analysis. One hundred and fifty students from eight sections of freshman English participated in the study. Eighty-nine students from all sections assigned to three instructors comprised the experimental group, and sixty one students from all sections assigned to two teachers formed the control group.

A unit-evaluation survey was distributed to students at the end of the semester, but the results of the returned questionnaires were not examined or analyzed. However, the

librarian learned through observation and attention to comments from faculty and students involved that 1) the unit should be shorter and simpler, 2) students need more individualized attention to complete the library assignments, 3) students want to be rewarded with relevant and fair grading, 4) insecure/sensitive students need more positive reinforcement, and 5) more emphasis should be placed on basic concepts of library research as oppposed to emphasis on subject content.

The Present Study: 1984

Planning for a second attempt to teach a library-use unit was begun in the fall of 1983. As in the 1982 project, the librarian contacted the English department. Three of the four full-time participants of the first study agreed to do it again (the fourth instructor had left the college). The other participants were members of the adjunct faculty. The librarian prepared a set of objectives and an outline for the six-week unit and discussed them with the instructors involved. They approved the outline as presented with minor changes and agreed to observe the same line of conduct they had followed in the Spring 1982 unit. The second attempt, the basis for the present study, was conducted during the spring semester of 1984.

The Subjects

One hundred and twenty nine students from nine sections of Freshman English (English 115) constituted the initial sample of this investigation. However, data for only ninety students were collected as this was the number that completed both the pretest and posttest. Sixty- six subjects from five sections of English 115 comprised the experimental group while sixty-three from the remaining four sections formed the control. Six English instructors participated in the unit.

Although the original plan was to include only eight sections of English, the study was conducted with nine. The cancellation of an English Literature course assigned to one (Professor A) of the two instructors of the experimental group, added a third section of English 115 to this individual as a substitute for the canceled course. To prevent an imbalance in the number of class meetings which would have upset the syllabus of this instructor, the unplanned section was incorporated into the unit. This section was offered in the evening (the only evening section of the experimental group) when most of the students are enrolled through the Continuing Education Office on a part-time basis. The other instructor (Professor B) of the experimental group taught two sections of English 115.

Two of the four sections comprising the control group were day-time classes; the others were held in the evening at an off-campus center. Each of the four control sections

was taught by a different instructor, three of whom were members of the adjunct faculty. The researcher sought the cooperation of the off-campus faculty because instructors of two additional sections scheduled at the college could not spare the class time that both the pretest and the posttest would have taken.

The Library-Instruction Unit (Treatment)

The independent variable in this study was the library-use instruction unit. The dependent variable was the posttest results on a test of library-use effectiveness that was administered to all nine sections. Other independent variables taken into account were Nelson-Denny Reading Test scores, reading grade level, age, and part-time/full-time status of students. The subjects selected for placement into the experimental and control group comprised all of the English 115 sections of the participant instructors. The experimental group received six hours of library-use instruction (one hour weekly for six consecutive weeks starting on the second week of the semester). Classes were conducted in an area of the reference room near the card catalog. Methods of instruction included lectures and demonstrations as well as procedures to elicit reactions to the presentations. For example, after discussing in session three a few of the intricacies of the filing system in the Author/Title catalog, each student was handed a card containing a problematic entry similar to those previously discussed. Students were asked to find the entries in the

catalog in groups of ten at a time while the instructor supervised the activity. The instructor assisted students who had difficulties in finding their assigned entries or those who requested help. In addition to the instruction, the students worked on worksheets they completed outside of class as well as a three-part search strategy project. (See Appendix II) They were also encouraged to seek the librarians' assistance if needed when they visited the library. The control group received no formal exposure to library resources during that time.

To avoid a resentful demoralization as a reaction to receiving a less desirable treatment, the subjects in the control group were informed that a one-hour library orientation would be conducted by this librarian after the completion of the six-week unit. Both groups, the controls and the experimentals, were administered the pretest at the first-class meeting and the posttest at the sixth meeting. The pretest and posttest measuring instrument was the same and was based on material dealing with effective ways of library-use and the handling of the obtained information: the goal of the instruction unit. (See Appendix III)

Evaluation (Design)

The basic design of this study is a nonrandomized untreated control group design with pretest and posttest. This design

is frequently utilized in educational settings where intact groups such as classes, are the subject of study.[21, 22]

TABLE I

Nonrandomized untreated control group design with pretest and posttest.

Groups	Pretest	Treatment	Posttest
E 1, 2, 3, 4, 5 (66)	O_1	X	O_2
C 1, 2, 3, 4 (63)	O_1		O_2

Because the sample of this study was not selected at random, the design employed here is quasi-experimental and as such does not control for certain threats to valid interpretation of the causal relationship among variables. Two kinds of threats in particular are inherent problems in this type of nonrandomized design. They are an obstacle for the true interpretation of the results of the study if the researcher neglects to foresee them. The design of this experiment was constructed in such a way that some of these threats were averted and some were not.

One of the inherent potential problems in this quasi-experimental situation is selection-maturation. Different

21. Thomas D. Cook and Donald T. Campbell, Quasi-Experimentation: Designs and Analysis Issues for Field Settings (Boston: Houghton Mifflin, 1979), p.103.

22. Evaluating Bibliographic Instruction : a Handbook, prepared by Bibliographic Instruction Section, Association of College and Research Libraries (Chicago: American Library Association, 1983), p. 4.

growth rate (maturation) in the same direction in each group is common in educational contexts where students are expected to increase their level of experience. In this study, students from both the experimental and control groups were expected to conduct some library research for the required term paper. The control group's research activity in the library could have led to some gain in some library-use skills. Thus, an agreement was made between the instructors and the researcher that students in the control groups not be forced to initiate any library research until after the completion of the experiment.

The selection procedure of the sample could also lead to spurious conclusions if the results of the pretest mean should differ significantly from those of the other group. In such a case one would naturally be led to suspect a bias in the distribution of experienced or brighter students. In other words, one group may have comprised a larger number of bright students, or a larger number of more experienced students. The pretest mean of this group could then be significantly higher than the group composed of less intelligent or less mature students. The difference in group means was tested for statistical significance through an analysis of variance (ANOVA). An alternative method was also used to subject the dependent variable pretest scores and the independent variables (Nelson-Denny Reading Test,

reading grade level, age, and full-time/part-time status) to a regression analysis (REGRESSION) using SPSS^{x}.[23]

The Reading Laboratory provided the results of the Nelson-Denny Reading Test, Form C, administered to entering students. Because the testing program fails to reach 100% of the student population, test results for only 64 out of the 90 students comprising the sample were available. This information was also missing for educationally disadvantaged students who took a sequence of college preparatory courses for a complete semester. Thus, any data analysis using reading tests results as independent variable or as covariate was performed with the 64 students for whom data were available.

Some Complications

Another threat to internal validity is related to the interaction of selection and unforeseen events that may occur during the time the study is conducted. This is the threat that Cook and Campbell call "local history."[24] This threat played a role in four instances.

First, it was impossible to obtain an agreement between the teaching librarian and professors A and B regarding a uniform grading system for the library unit within the English final grade. One instructor opted for granting no credit to the library-use unit; the other included the

23. SPSS^{x} User's Guide (New York : McGraw-Hill Book Company, 1983), p. 601.
24. Cook and Campbell, p. 51.

unit's passing grade (or higher) as one of several English assignments accounting for 5 percent of the final grade.

Second, five students from the evening class of Professor A expressed their discontent with the library-use instruction; they felt that using one of the three hours of English during six weeks not only was unjustifiable but irrelevant as they had enrolled "to learn English, not library research skills." Evening classes comprise primarily older students holding full-time jobs; they are very serious in the commitment to their education. They saw no connection between learning how to use the library effectively and their English course. After the second meeting of library instruction, the disappointed group of students asked their English teacher for special assignments and they stayed in the classroom for the following four weeks while the rest of the class attended the library sessions.

Third, soon after the third class meeting of library instruction, Professor B selected a dozen of each--books, and periodical articles--on one specific topic. They were placed on the Reserve Shelves of the library, and were the only sources of information that students in those sections were allowed to use in their research for the writing of the term paper. While this teacher's way of preventing and handling students' plagiarism was understandable, it conflicted with the goals of the library instruction unit

and interfered with student motivation and performance in the experiment.

Fourth, as the semester progressed toward the mid-term point, Professor A asked to postpone the sixth (and last) session of the unit for a week. Since students had to take the posttest on that session, they indicated that extending the unit beyond the original time table resulted in a lack of continuity that affected their learning as well as their performance on the test.

Another problem in the interpretation of the effects of instruction in this study might be the diffusion of the content of the treatment by the participating instructors. Therefore, they were asked to remain outside of the classrooms while library-use instruction was in progress so that they would not inadvertently diminish the relative effect of the treatment, (e.g. by discussing some aspects of the program with the control group).

Lastly, while the final sample size of this study was adequate, 90 students, this number represents only those students who remained until the end of the unit, including posttest. The attrition rate for English 115 was a high 30% indicating the problematic low persistance rate of the community college student.[25] The percentage of subjects that drop out of a study presents a threat to the internal validity of the investigation because as Cook and Campbell explain, mortality is similar to a selection process. The

25. Truett, p. 22.

composition of the experimental groups is different at the posttest and it may affect the results of the study.[26]

The Pretest-Posttest Instrument

The lack of a standardized test to measure the effects of library-use instruction presents a problem: the development of the measuring instrument. There are two principal criteria in determining the quality of measure: the reliability and the validity of the test.

Reliability is the extent to which a test consistently measures what it proposes to measure. In other words, it is a measure of the reproductibility of test results. This quality of the test is especially crucial in quasi-experimental designs and in this study it was intended to be tested by the "repeat test" method which consists of repeated testing followed by correlation of the two sets of scores.[27] However, the testing of the instrument was not performed. The original draft of the test consisted of 50 questions concerning library-use effectiveness developed by the instructing librarian. It was adapted from the final exam used at SUNY Plattsburgh for five consecutive semesters with revisions in every academic term; therefore, it was deemed to be "acceptable" for use as an evaluating instrument for this study. The content of the test was based on the established instructional objectives for the

26. Cook and Campbell, p. 53.

27. H. W. Smith, Strategies of Social Research: The Methodological Imagination (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1975) : 58-61.

unit. Some of the 50 questions used on the original draft were changed in content as the number of sessions for this unit was fewer (6) than the unit of 1982 (8). (See Appendix III)

Validity is the extent to which a test accurately measures what it purports to measure. (A valid test is usually reliable but a reliable test is not necessarily valid.) Care was taken to construct the pretest-posttest instrument based on the material to be covered. This method is generally accepted for teacher-made tests which are usually known as "curricular" or "content" validity tests.

Analysis of Data

The nature of the issue that this study addresses (the effects of library-use instruction on a group of community college students) and the simple pretest-posttest design provided reasons for choosing the analysis of variance (ANOVA) as the model for the structure of the data. This statistical method was used to test the significance of the difference between the means of the posttest scores of the group of students who received instruction and those who did not receive the treatment. Because the nonrandomized selection of the sample can create group differences in quasi-experimental research, the pretest scores were also analysed with ANOVA as well as the REGRESSION model as listed in the SPSS[x] User's Guide.[28]

28. SPSS[x] User's Guide, pp. 439, 610.

Because the application of the analysis of variance assumes an equivalency of groups known as homogeneity of variance, a one-way analysis of variance was selected to test the significance of the variation in both the dependent variable (pretest), and in the independent variable (group, experimental/control). The degree of departure from homogeneity should affect the accuracy in the inferences drawn from the data. The results of the data collected for the pretest are summarized in Tables II through IV. The results presented in Table II indicate that students in the experimental group received the highest mean score (47.65) while those in the control group had the lowest (46.90). Since the obtained F rating (.073) is lower than the required value of F (3.95) for significance at the .05 level, it may be assumed that there is no evidence of a difference between means levels. This result, however, must be interpreted with caution as there is no way to control or measure individual differences.

TABLE II

PRE (Pretest scores)
By Group (Experimental/Control) Summary data for ANOVA

	Experimental	Control	Total
Number:	48	42	90
Mean:	47.65	46.90	47.30
Standard Deviation	14.09	11.59	

Source of variance	Degrees of Freedom	Variance(ss)	Mean square	F ratio
Between-groups	1	12.30	12.30	0.073
Within-groups	88	14834.60	168.58	

Critical value of F = 3.96 at .05 of significance

Table III provides selected summary statistics that are obtained as part of the output from SPSS[x] procedure REGRESSION. In the simplest application of multiple regression analysis, the results indicate an R^2 = .27021 or a 27 percent linear dependence of pretest scores on the five independent variables: Group, Age, Grade, Status, and Reading level. This percentage can be interpreted to mean the extent to which the proportion of the total variation in the dependent variable pretest is explained by change in all independent variables included in the regression equation.

TABLE III

Summary of analyses relating pretest scores to groups, results of Nelson-Denny Reading Test, reading grade level, age, and part-time/full-time status.

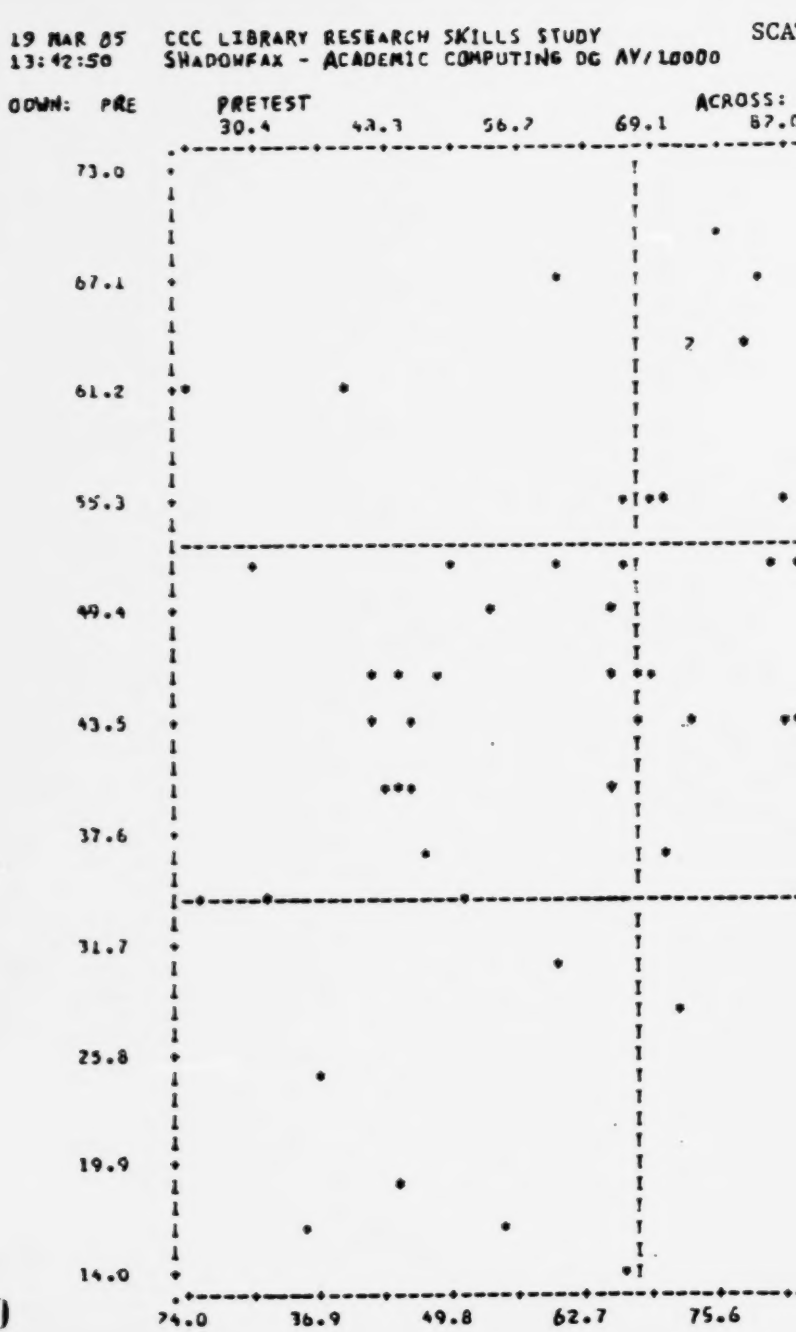
Multiple R	.51982	Analysis of variance	DF	SS	F
R^2	.27021	Regression	5	3210.93505	4.29504
Standard error	12.22777	Residual	58	8672.06495	

Independent variables	B	Beta	Standard error B
Group	- .21766	-7.733	
Age	- .06263	- .03064	
Grade	3.57113	.69983	
Status	- 1.01628	-.03683	
Reading	- .11190	-.22388	
(Constant A)	15.57447		

Critical value of F = 4.02 at .05 level of significance

An analysis of covariance using the Nelson-Denny Reading Test as covariate was performed to remove extraneous variation from the dependent variable, thereby increasing measurement precision. Table IV, "Multiple Classification Analyses (MCA)," displays the results of the analysis of variance where one of the variables that is not experimentally manipulated (reading test) can be examined. The unadjusted deviation (eta statistics) are the means of each category, expressed as deviations from the grand mean. The eta^2 (R^2) for the factor group (experimental/control) explains about .46 percent ($.68^2$) of the variation in the dependent variable. The first R^2 at the bottom of the

table represents the proportion of variation in pretest scores (.004 percent) explained by the additive effects of groups 1 and 2; R^2 in the last column represents the proportion in pretest explained by the additive effects of all factors and the covariate reading test. As the proportion in the final R^2 (12%)--as compared with the proportion of the first R^2 (.004%)--suggests that the largest proportion of R^2 is explained by the effect of the covariance. This result, however, must be interpreted with caution as there were 26 (28.9 percent) subjects with missing values for the Nelson-Denny Reading Test Moreover, an unequal number of subjects in each group prevents the partition of the sum of squares into relevant components that sum the total. (See Scattergram 1)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ACROSS:
30.4
43.3
56.2
69.1
73.0
67.1
61.2
55.3
49.4
43.5
37.6
31.7
25.8
19.9
14.0
24.0
36.9
49.8
62.7
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TTERGRAM I
ADS/VS 4.04

READ NELSON-DENNY

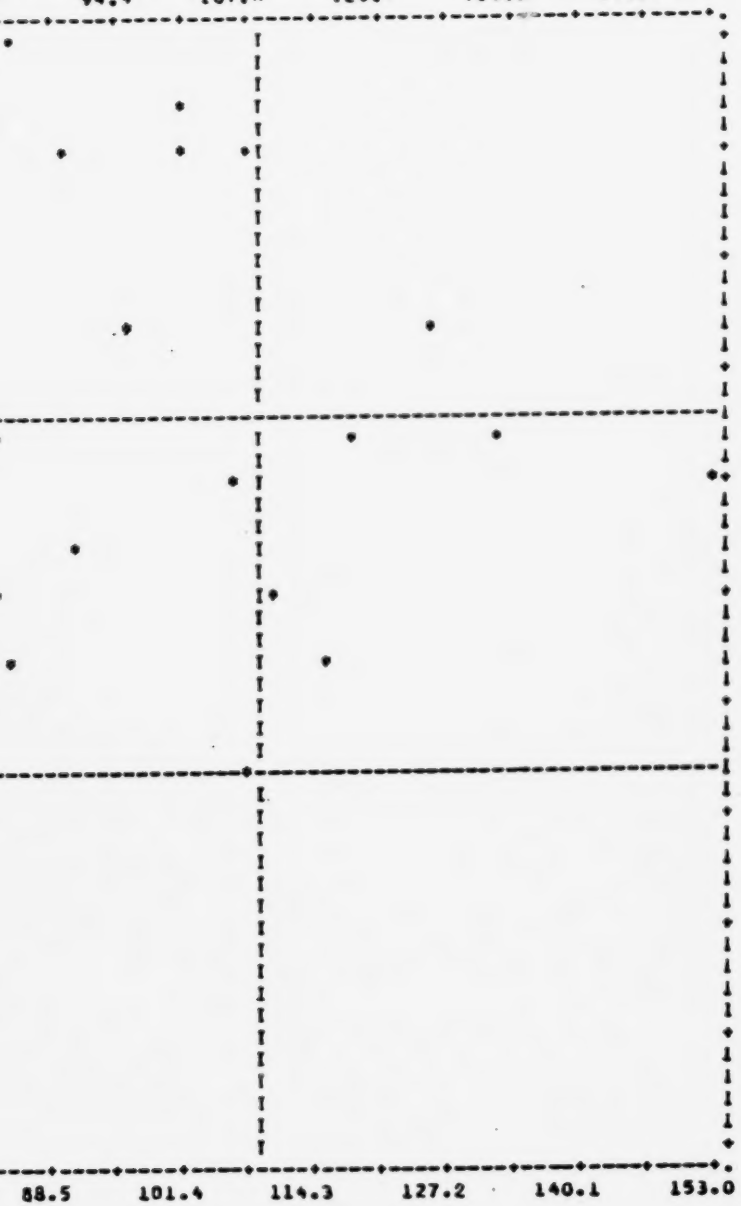

TABLE IV

Multiple Classification Analyses (MCA)

By PRE (Pretest)
With GROUP (Experimental/Control)
READ (Nelson-Denny Reading Test)

Grand Mean = $\bar{X}$ = 47.37

Variable + Category	N	Unadjusted Deviation Eta	Adjusted for independent variable Deviation BETA	Adjusted for independents + covariates Deviation BETA
Group				
1 Experimental	40	-.68	-.68	-.31
2 Control	24	1.12	1.12	.51
		.06	.06	.03
Multiple R^2 (squared)			.004	.116
Multiple R			.064	.340

The results of the posttest scores analyses are given in Tables V through VIII. They provide the data to evaluate: 1) the variance due to differences between groups means, 2) the variance due to differences among the subjects, which also includes variance due to error, 3) the proportion of linear relationship between the criterion and the predictors, and 4) the significance of the difference in the between-groups variance.

It has been known for many years that reading level is related to academic achievement. In a study like this one,

the researcher suspected that the higher the grade reading level of individuals the more academically successful they would be. Therefore, the multiple regression analysis statistical technique was chosen to analyze the relationship between the dependent or criterion variable and the set of independent or predictor variables. The results of the regression analysis using Group, Age, Grade, Status, and Reading as independent variables presented in Table V indicate a positive relationship between posttest and the five independent variables as expressed by R = .70528. In addition, there is a 50 percent (R^2 = .49742) linear association between the criterion or dependent variable and the weighted sum of predictors; that is, 50 percent is the proportion of the total variation in the dependent variable posttest which is explained by changes in all independent variables operating jointly. There is, however, some overlapping among these variables; they are not independent of one another, e.g. the results of Nelson-Denny Reading Test and grade level. Table V shows that the standard error of estimate for the multiple regression is 11.2594. In other words, the chances are 68.26 out of 100 that the estimated or predicted posttest results from the regression equation would differ from the actual result by not more than 11.2594.

TABLE V

Summary of analyses relating posttest scores to groups experimental/control), results of Nelson-Denny Reading Test, reading grade level, age, and part-time/full-time status.

Multiple R	.70528	Analysis of variance	DF	SS	F
R^2	.49742	Regression	5	7277.53737	11.48111
Standard Error	11.25940	Residual	58	7352.90013	

Independent variables	B	BETA	Standard Error B
Group	-19.00186	- .60843	3.03058
Age	- .01637	-7.220 E-03	.26980
Grade	2.22822	.39353	1.03822
Status	.18474	6.0342 E-03	3.51554
Reading	.04200	.07572	.10587
(Constant A)	55.47602		10.11998

F critical value = 2.30 at .05 level of significance

By examining Table VI one can conclude that 1) the relationship between posttest and reading test results is positive (coefficent or multiple correlation R is .34193) and 2) that 12 percent (R^2= .11692) of the variation in posttest results is explained by linear regression on the reading level variable.

TABLE VI

Summary of regression analysis relating posttest scores to results of Nelson-Denny Reading Test.

Multiple R	.34193	Analysis of variance	DF	SS	F
R^2	.11692	Regression	1	1710.5792	8.20872
Standard error	14.43554	Residual	62	12919.86458	

Independent variables	B	BETA	Standard Error B
Reading	.18964	.34193	.06619
Constant	45.71253		5.02725

Critical value of F = 4.00 at .05 level of significance

Table VII shows that on the posttest the group who received instruction obtained a higher mean score (65.60) than the group who did not receive the treatment (47.26). The obtained variance for the between-groups is large (7536.224). The calculated value of F (48.1073) is significant as it exceeds the appropriate F critical value at both the .01 and .05 level of significance. The obtained large value of F indicates that there is a significant difference between the groups' means levels, evidence that contradicts the null hypothesis (H_0) previously stated.

TABLE VII

POST (Posttest)
By GROUP (Experimental/Control)

Summary data for analysis of variance

	Experimental	Control
Number:	48	42
Mean:	65.60	47.26
Standard deviation:	12.92	12.04

Source of variation	Degrees of freedom	(SS)	Mean square	F ratio
Between-groups	1	7536.22	7536.22	48.1073
Within-groups	88	13785.60	156.65	

Critical value of F = 3.95 at .05 level of significance

Table VIII illustrates the large means difference between pretest and posttest results of the experimental group (17.95) in comparison with the small means difference between both tests results of the control group (1.64).

TABLE VIII

Pretest and posttest scores for experimental and control groups.

Group	Pretest		Posttest	Differences	Number
Experimental (instruction)	47.65	mean	65.60	17.95	48
	198.45	variance	166.92		
Control (no instruction)	46.90	mean	47.26	1.64	42
	133.39	variance	144.88		90

Finally, to measure the degree of correlation between the two variables, posttest results of the library unit and English 115 final grade, the Pearson product-moment coefficient method was employed. The correlation coefficient .3657 shown on Table IX indicates a slight relationship between the two variables. The value obtained by squaring r shows the percentage of relationship that exists between the two, in this case, $.37^2$ = 13 percent. Since our observed value of t (2.28) is lower than the .01

level of probability (2.612) we conclude that our correlation of .37 shows no real significant relationship.

TABLE IX

Correlation between posttest scores and English final grade for experimental group

Variable	Cases	Mean	Variable pair	
Library Instruction Posttest	35	66.5714	Posttest with English	.3657 (35) Sig. 0.015
English Final Exam	35	80.1143		

Correlation test: t = 2.28

t = 2.612 (.01 level of probability)
2.045 (.05 level of probability)

Discussion

In the area of academic background factors, the data showed negligible or chance relationship between posttest scores and the variables of age and part-time/full-time status of students. The data did show a positive slight degree of association between the results on the posttest and the Nelson-Denny Reading Test (Scattergram II). And, since the results of the reading test determined the reading grade level of students, it is not surprising that there is also a positive slight degree of association between library instruction posttest scores and reading grade level. But all in all, these findings indicate that none of the variables taken into account were substantial factors that could rival the effect of library instruction in the posttest results.

However, the effectiveness of the library instruction unit cannot be satisfactorily demonstrated by the results of the pretest/posttest evaluation. While it is clear that exposure to library instruction is positively associated with better performance on the library-use skills test, it is also clear that from the academic standards viewpoint, the obtained mean score of 65.5 for the experimental group is low. The mean score 65.5 included failing and passing marks for all students who took the posttest.

Also, the results of the correlation test between final grades in the library use unit and final grades of those of the English 115 indicated that there is no established

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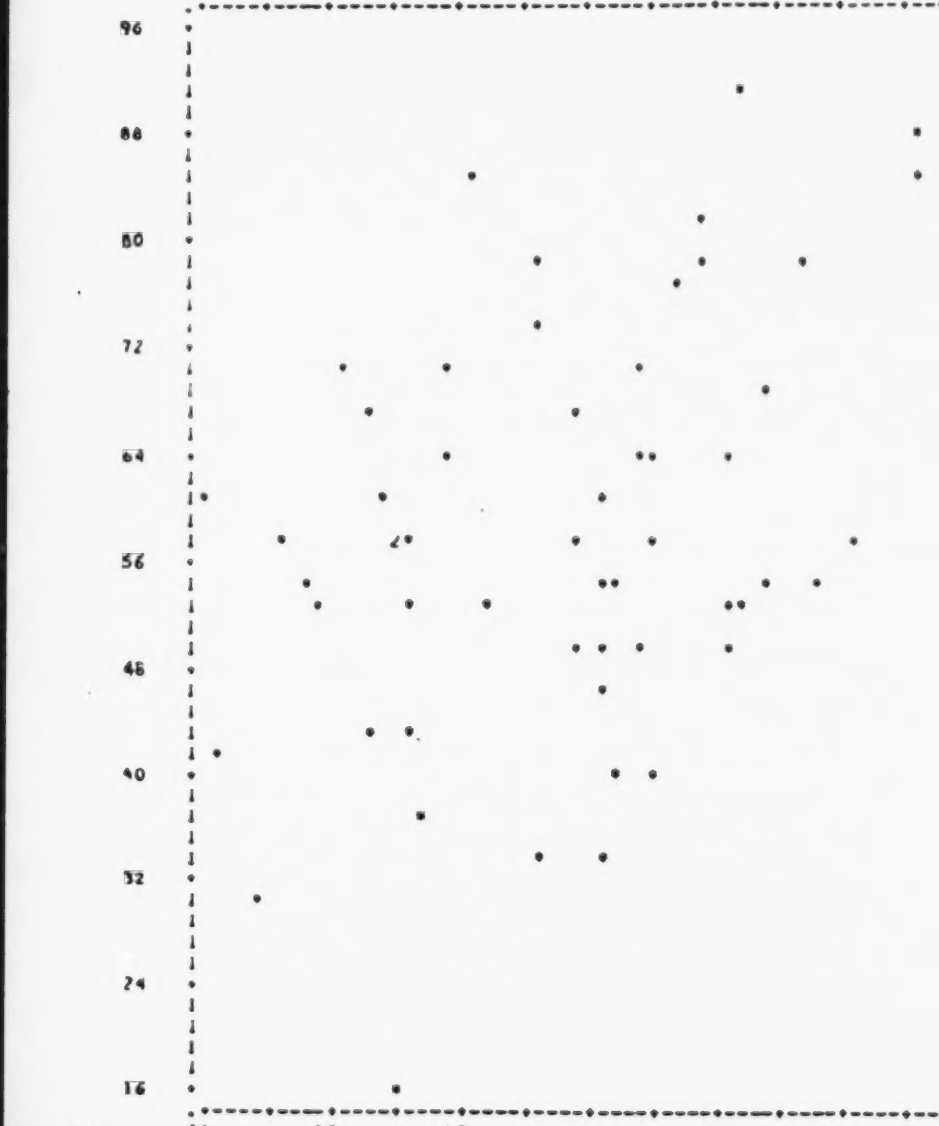

EL SON-DENNY
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pattern of academic performance in the sample population. In other words, students who completed both the library-use unit and the freshman English course demonstrated a different level of performance in each area; they show a significantly higher level of achievement in the English final than in the library-use instruction unit.

In view of these two findings--lower performance than expected on the posttest, and a differential in performance in the library-instruction and English units of the course, on the part of the students in the experimental group--a critical review of the planning, conduct, and evaluation of the library-instruction unit, as well as the concept and design of the research study, is in order.

III. CRITIQUE

The librarian had assumed that a highly successful and enthusiastic group of students would result from the course-integrated library instruction project, to help her prove the need and relevancy of library instruction. This was not to be the case. Although there was a statistically significant difference between the posttest results of the experimental and control groups, the posttest results of the experimental group were not academically acceptable, especially when these results were compared to the results of the English final exam. The experimental group showed no enthusiasm for the added library unit; they viewed it, in general, as a burden to their academic load. What went wrong? What mistakes were made in planning and implementing the research study and the instruction unit?

Research Design and Procedures

Admittedly, the choice of evaluation design--and of research design--was influenced by the librarian's reading of the literature on library-use instruction. It seemed to her that most evaluating procedures were designed to test the short-term results of credit-bearing instruction courses and programs. These procedures tended to rely upon achievement test performance methods. Although, in the same literature, these methods are criticized for their inability, by themselves, to evaluate attitudinal factors

and actual library-use behavior,[29] the librarian was still drawn to these methods because of their applicability to a quasi-experimental research design. In retrospect, the exclusive reliance on achievement test methods is, perhaps, the most severe criticism that this study is open to.

To establish evidence of successful instruction (hence, presumably, effective acquisition by the students of library-use skills, attitudes and behavior), the librarian planned to gather data that would be drawn solely from the results of a paper-and-pencil after-treatment test administered to the group of students who received instruction. The research design contained no methodology for relating the test results to the actual level of library-use behavior attained by the students, individually or as a group. There was no methodology for determining the relative success or failure of the different parts and aspects of the library-instruction unit. There were no techniques employed for observing library-use behavior or for monitoring the developing attitudes and opinions of both students and faculty. An exclusive concern with the internal validity of the experiment, and with the statistical analysis of its results, precluded the gathering of other evidence that might have helped to determine how and why the project was not academically successful.

29. Richard Hume Werking, "Evaluating Bibliographic Education: a Review and Critique, "Library Trends 29 (Summer 1980) 153-172, 166-167.

Despite hard labor in the planning and implementation of the library instruction unit, and many hours dedicated to mastering the techniques and completing the computer operations for a number of types of statistical analyses, the librarian's expectations concerning the results of the unit were unrealistic. There were several overlooked areas in the planning of the instructional unit that threatened the validity and usefulness of the results. They are discussed below.

The Instrument

The fifty-item multiple choice test was based on the final test used at SUNY at Plattsburgh for four years. Content of questions was adapted to the resources available at the CCC Library and to the instructional objectives of the unit. The main problem in using this test was that the librarian did not spend sufficient time adapting and revising every test item. More careful revision would have avoided ambiguous and too obvious questions. She erroneously relied on the fact that experienced library instructors had constructed the test and had used it for a long period of time. The adaptation of the SUNY test should have been piloted previous to its use in the study.

Faculty Consent/Faculty Cooperation

Because the librarian conceived the library unit and initiated the faculty contact, she felt that obtaining the

instructors' consent for her teaching six consecutive sessions of library research skills was enough. She did not secure the instructors' explicit commitment to the same conditions that prevailed during the 1982 study in which no disruptive developments took place. At the same time, the librarian assumed that instructors did understand the counterproductive consequences of providing partial cooperation only. Thus, the librarian was appalled when during the third week of the unit, Professor B unexpectedly placed a selection of library materials on the Reserve Shelves for students' use in their research paper.

At this time, there was nothing to say or do; the instructor had already announced her decision to students previous to her book-reserve request to the library. This instructor was visibly upset with the degree of students' plagiarism she had detected in short essays she had assigned up to that point in the semester. She based her decision on a recommendation from another member of the department who had successfully followed such a procedure for a number of years. The procedure helped the instructors in limiting the number of sources used by students in their papers, and facilitated checking the references cited when and if plagiarism was suspected. Professor B was genuinely concerned for the well-being of her students; but, at the same time, she inadvertently jeopardized students' success in learning to use the library effectively as well as their efforts to complete library instruction assignments. She

also jeopardized the internal validity of the results of the study. Obviously, the librarian did not make clear that arbitrary changes would have threatened the interpretation of the posttest results.

Grading the Unit

Reaching an agreement to adopt a uniform method of grading the unit within the English final mark was important. It was also important to adopt a grading system relevant to students, a system that would reward the time and effort devoted to the library assignments. Students in the experimental group felt that the library unit had imposed a heavier academic load on them compared to students taking the same course without the unit. The librarian was unable to convince the instructors of the need for adequate reward and uniformity. Instead, each of the two instructors of students in the experimental group announced different methods for grading of the library unit: Professor A expected that all students attending lectures would complete the worksheet assignments, but gave no grade; Professor B incorporated the unit as part of several required assignments which were worth 5% of the final grade.

When To Teach

Despite the consent of the instructors to participate in the library project, library instruction appeared to have occurred in a vacuum. Students could not see a relevant

relationship between library use and the freshman English course. It is important to recognize the problem that English instructors are facing every semester when a large proportion of students in a class lack basic writing skills. Much time and effort are devoted to the teaching of simple sentence writing. Therefore, the term paper becomes a lesser priority, and only one short library research paper is required at the end of the freshman English course. In addition, the term paper can be supported by three or four references that can be retrieved by stumbling through the library, by asking for help from library staff members, or even by asking the help of a more experienced friend. English 115 would not seem to have been the adequate setting in which to teach library-use instruction at CCC. It is understandable, then, that English instructors did not emphasize the importance of the library unit when in reality the unit had no important and immediate application to students' writing assignments.

Ethical Question

An additional threat to the validity of the results of the library unit at CCC was the students' reaction to their participation in an experiment. The librarian informed students that library instruction was a part of a study. She believed that professional ethic called for a disclosure of the purpose of the library instruction unit, but she was mistaken; some students felt that it was unfair to add

academic pressure to students because of a study. They reported that the amount of outside work expected to be completed was in disproportion to the amount of credit they were receiving. This concern was even greater when they compared themselves to the students who did not participate in the study. Also, the librarian believed that once students knew they were participating in a study, they would feel privileged to receive such a treatment. Once again the librarian was wrong. Some of the older students were the only members of the group who expressed their appreciation, though they also noted the amount of extra work.

Students' Surveys - 1982 and 1985

An in-class questionnaire was administered to students to check their perceptions of and attitudes towards the Spring 1982 unit at the end of that semester; and a similar (but this time much belated) questionnaire was sent out in May 1985 to check the same feelings towards the study of the Spring 1984 unit. (See Appendix IV) Only 38 students (46%) from the experimental group attended classes on the day the survey of 1982 was given and of the 48 questionnaires sent out to the members of the 1984 experimental group in May 1985, only 16 (34%) were completed and returned. One envelope (6%) was returned to the library unopened and stamped "addressee unknown". Both questionnaires were examined in the summer of 1985 at which time the librarian fully realized that if the results of the survey of 1982 had

been analyzed prior to the planning of the unit of the Spring 1984, they would have provided valuable background information for a sound research design.

Because only one third of the respondents (16) of the 1985 survey voluntarily completed and returned the questionnaires, it was impossible to make a valid statistical analysis. Therefore, the content of the following discussion is selective, and limited to questions deemed worthy of examination, especially those receiving negative ratings in both 1982 and 1985. They are discussed below.

The survey of 1982 was divided in four sections while the survey of 1985 included only the first three. (See Appendix IV) Section I dealt with the instructor's sensitivity to students' needs as well as class performance. Section II pertained to the teaching methods employed (lectures, worksheets, AV presentations, etc.). Section III was concerned with the goals of the unit; and, Section IV asked for an overall rating of the unit and the need for a library instruction credit course. (Section IV was deleted in the questionnaire of May 1985.)

The questions from Section I (1-10) that received negative rating in 1985 were Numbers 3, 4, and 5. One respondent (6%) believed that the instructor did not perceive when students did not understand the material (#3), did not encourage students to think for themselves (#4), and was not genuinely concerned with students' progress (#5).

Similarly, the responses to the same questions, 3, 4, and 5 in the 1982 survey, were negative, though proportionately higher than those of the 1985 questionnaires. Fifty percent of the respondents who received instruction in 1982 believed that the instructor did not know when students did not understand the material. As shown in Table X, students' opinion in the 1985 survey improved regarding the instructor's sensitivity to their needs. But even a negative answer from one student, or 6% of the voluntary respondents of 1985, is one too many. Although the librarian perceived students' feelings through conversations with them and with the faculty, she could have been more alert, and could have averted the only voluntary negative response (and most likely others that were never expressed, verbally or in writing) if she had studied the results of the first survey. The librarian should have not allowed subject content to have taken precedence over pedagogical principles.

TABLE X

Section I (1-10)
Answers to questions 3, 4, 5

		% Agreed	% Disagreed	Don't Know
#3. Instructor knew when students did not understand material.	1982	50	50	
	1985	94	6	
#4. Instructor encouraged students to think for themselves.	1982	66	34	
	1985	94	6	
#5. Instructor was concerned with students progress.	1982	74	26	
	1985	94	6	

Table XI shows answers to question 14 from Section II. Fifty five percent (55%) of the students from the 1982 survey, reported they have learned the most in the unit from group work on the assignments, while 50% from the 1985 group reported they have learned the most in the unit from individual work in the assignment. Lectures were second and third choices for the 1982 and 1985 surveys, respectively. Not only was the rating of this question surprising in light of the instructor's efforts to prepare effective lectures, but it posed a question as to the most effective teaching methods.

TABLE XI

Section II (11-17) Answers to question 14.

	1982 %	1985 %
Learned most from:		
Lectures	26.4	12.5
Class participation	13.1	12.5
Individual work on the assignment	5.2	50
Group work on the assignment	55.2	25

Question 26 concerning the ability to write bibliographic and footnote citations indicated that students had learned or felt comfortable with the skills they gained: 71 percent in 1982 and 87 percent in 1985 responded that they felt were successful in writing citations.

Question 30 regarding the implementation of a one-credit hour library skills course provided 28 positive answers (74%) in the 1982 survey. This question was a part of the 4-question Section IV which was deleted in the 1985 survey.

Although not statistically significant, students' comments often shed light on instructional situations. Three respondents from the 1982 survey wrote comments concerning the level of outside work in relation to the lack of credit they received for the unit. One of these students said that the unit was rushed and that it should be taught independently of the English 115 course. Another student

had the same feelings regarding time and scope of material covered but added that the unit was unsuccessful as far as her/his research paper was concerned.

There were only two comments in the 1985 survey: The first respondent referred to the "younger students' attitude". This respondent perceived younger peers as inconsiderate and stated that their behavior had no relationship with the teacher's performance. The second individual lamented her inability to write bibliographic and footnote citations correctly, but indicated that it was "my fault, not the instructor's".

IV. CONCLUSION AND RECOMMENDATIONS

Although the Pretest/Posttest Control Group design can provide useful information about students' progress, it is not by itself a reliable tool for assessing the effectiveness of library instruction. The analysis of the data obtained from both the pretest and the posttest measures only the recollection of information shortly after the conclusion of instruction. This model can be useful, however, in situations where evidence in quantitative format is needed to gain administrative support for a successful grant proposal, or for the implementation of a credit course. But even in such situations the librarian must be very careful in the planning of the research design. Because library instruction is an important public service involving human interaction within the library setting, it cannot easily be measured with numerical figures like some other areas of the library's operation. In this study, the librarian learned nothing about students' ability to find information in the library nor did she learn about the effectiveness of the library instruction unit's components in helping students improve their ability.[30]

30. Barbara A. Schwartz and Susan Burton, Teaching Library Skills in Freshman English: an Undergraduate Library's Experience (Austin: University of Texas at Austin, General Libraries, 1981) p. 28-41. In this chapter on "Evaluation" there is an illuminating discussion of the usefulness of "hard data" obtained from objective testing and questionnaires.

A better way to assess the effect of a course is to plan a model including instructional methods and research procedures that allow evaluation of instruction while in progress. The results of a reliable and valid final exam should be also included. In addition, the librarian must have an instructional plan that allows analysis of students' performances on a day-to-day basis, discussion with students on aspects of the course that need clarification, attention to students' individual differences and academic needs, and analysis of any worksheet assignments. All the information obtained from these procedures, along with an attitudinal questionnaire, can contribute a more complete picture of students' achievement, can provide data that demonstrate the relationship between test results and actual library behavior, and can permit an evaluation of the effectiveness of the various components of the library instruction unit.

No matter what research design or model is chosen, it is crucial to understand that anything involving library instruction requires time to plan. It is also very important to know, and accept, that the success of library instruction cannot rest on the enthusiasm and excitement of one individual: library instruction occurs within an academic structure formed by many human beings. Therefore, such an educational setting cannot be treated the same way a single researcher operates in a science laboratory. In the latter, the researcher can manipulate several variables at will by himself/herself. In an educational field setting,

however, the researcher must deal with variables related to human conditions or behavior over which no absolute control can be applied. The needs and priorities, and the cooperation, of students, faculty and support staff must be the all-important values that are never lost sight of in the planning of both the research design and the library-instruction unit. In planning the library instruction experiment at Clinton Community College, the librarian's zeal was not enough; more and better planning could have provided better results.

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Werking, Richard H. "Evaluating Bibliographic Education: a Review and Critique." Library Trends 29 (Summer 1980): 153-172.

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APPENDIX ONE:

OBJECTIVES, MEMORANDUM AND OUTLINE

CLINTON COMMUNITY COLLEGE LIBRARY

Plattsburgh, New York

INSTRUCTIONAL OBJECTIVES FOR THE LIBRARY INSTRUCTION UNIT

At the end of the library instruction unit students will:

1. Distinguish between the principles of library organization for books and periodicals.
2. Correctly identify and locate books, journal articles, newspapers and pamphlets.
3. Identify the different kinds of catalog cards: author, title and subject.
4. Discriminate between selected elements on a catalog card.
5. Identify major content reference sources; general encyclopedias, subject encyclopedias, dictionaries, handbooks, almanacs, statistical sources and directories.
6. Select appropriate periodicals indexes to find articles on topics.
7. Write correct bibliographic citations for encyclopedias articles, books, and periodicals articles.

CLINTON COMMUNITY COLLEGE LIBRARY
Plattsburgh, New York

ENGLISH 115- LIBRARY RESEARCH SKILLS UNIT OUTLINE

SESSION ONE — Organization of Library Materials. Instruction tours and introduction to the Library of Congress Classification system for arrangement of books; pre-test.

SESSION TWO — Content Reference Sources. General and subject encyclopedias, handbooks, almanacs; their variety, scope and how to find them.
Search strategy I. How to initiate research on a topic; thesis statement. Bibliographic citation for an encyclopedia article.

SESSION THREE — Content Reference Sources (Continued). Dictionaries, directories, statistical sources.
Subject Searching-Circulating Collection, Author/Title and Subject Card Catalogs.
Search Strategy II. Bibliographic citation for books.

SESSION FOUR — Indexes. How to choose and use major indexes for journal articles, newspapers, etc.; locating journals in the library. Bibliographies.

SESSION FIVE — Periodicals-Newspapers, journals and magazines. Organization.
Search strategy III. Bibliographic citations for periodicals.

SESSION SIX — Footnotes/Endnotes-Compilation of bibliography for term papers. Post-test.

CLINTON COMMUNITY COLLEGE LIBRARY
Plattsburgh, New York

ENGLISH 115 - LIBRARY RESEARCH SKILLS UNIT OUTLINE

DESCRIPTION:

Designed to develop independent learning skills, research techniques and proficiency in the use of library resources. Classes include lectures, discussion and practice in using the library. Worksheets are assigned each week to reinforce class discussion with problem-solving exercises.

TEXT:

The following test will be used throughout the semester and will be placed on the reserve shelves:

Turabian, Kate. A Manual for Writers of Term Papers, Theses and Dissertations. 4th ed. Chicago: University of Chicago Press, 1973.

WORKSHEETS:

Worksheets will be assigned at each session and are due two calendar days (Monday-Friday) before the next class meeting or earlier. Assignments should be turned in at the Library Circulation Desk.

UNIT PROJECT:

A project of this unit consists of the completion of three parts of a search strategy which will be graded for a total of ** points. Grading will be done by the librarian and reported to your English instructor.

TOURS:

Library tours will be conducted if requested by a group of five students or more.

** Your English instructor will assign the value of the unit within English 115.

CLINTON

Office of The
Director of Libraries

CLINTON COMMUNITY COLLEGE

Plattsburgh, New York 12901 - 4297

Telephone: 518 - 561 - 6650

18 October 1983

Memo to: Dean Schwartz

From: Jason Carnright JC

Re: English 115 Scheduling

This is a request for your consideration in scheduling faculty for Spring 1984, English 115 classes.

Preparatory to developing a One Credit Library Instruction/Bibliographic Course, it is proposed that the study outlined below be conducted as early as possible during the next semester.

The study would be conducted by Georgina Fernandez with the cooperation of two instructors from the Humanities Division (Raab & Weldon) who have verbally volunteered to participate.

The study is designed to establish whether or not our students will gain more basic library skills within a conceptual framework than now is gained through a much more abbreviated library Orientation. The objective is to emphasize what the library resources offer users as opposed to how to-use the sources.

To assure validity, the study requires no less than 60 students enrolled in English 115, who will comprise the experimental group. It is believed that the best results would be ascertained from the students of one instructor, who would have three and only three sections or from two instructors who could have a combination of one section or two sections only. These students would be given a pre-test, six 50 minute instruction periods, and a post test.

Another group of 60 students (3 sections) will comprise the control group. These students will be administered the pre-test and post test only and receive no formal library instructions until after the experimental group sessions have been completed, when the normal library orientation of one or two sessions are conducted.

I believe that such a study, properly evaluated will be of great usefulness in determining future actions with regard to a voluntary or mandatory Library Instruction Course.

The study also will serve as a means of following through with a proposal submitted by Georgina in connection with a graduate course in Methods of Research.

We will be at your disposal to discuss the matter in more detail.

Thanks.

Equal Opportunity/Affirmative Action Employer

APPENDIX TWO:

INSTRUCTIONAL MATERIAL, WORKSHEET ASSIGNMENTS, EXERCISES

CLINTON COMMUNITY COLLEGE LIBRARY
PLATTSBURGH, N. Y.

GUIDE NO. 1

HOW TO USE THE CARD CATALOG

What is the card catalog?

The card catalog is an alphabetical listing on cards representing all books in the Library. The catalog also contains cards for some but not all of the library's government documents and audio-visual materials. The catalog is divided into two sections: the Author/Title Catalog and the Subject Catalog. When looking for the author or the title of a book the user must use the Author/Title Catalog. When looking for books on a topic or about a person one must consult the Subject Catalog.

Materials not listed in the card catalog:

Articles in periodicals (magazines or journals). Microforms such as the New York Times microfilms.

What you need to know to use the card catalog

1) Author: An "author" may be a person (including joint authors or editors), an organization, a government agency, etc.
   Examples: Albee, Edward
   International Institute for Strategic Studies
   U. S. Peace Corps.

2) Title: If you know the title of a book, look it up in the Author/Title Catalog under the first word of the title. Ignore initial articles (a, an, the) in English or any other language.
   Examples: Paradise of snakes - look under Paradise
   The paragon - look under paragon
   Les misérables - look under misérables

3) Subject: If you want a book on a certain subject look under that subject in the Subject Catalog. If you don't find the subject heading you had in mind, check the Library of Congress List of Subject Headings at the Reference Desk. The library uses this standardized lists of headings for its Subject Catalog. The list will tell you what headings are used or will give alternate or related headings to check. Ask the librarians if you don't find what you need.
   Examples: A book about a person: Richard Nixon - look under
   NIXON, RICHARD MILHOUS, 1913 -
   A book on a particular subject; Cars - look under
   AUTOMOBILES.

How to get from the Catalog to the book:

1) After locating an entry in the Card Catalog, copy down the complete call number, including any location sumbols (Ref.= Reference Room, for example). The call number is located in the upper left hand corner of each card. These letter/number combinations, uniquely identify each book and are used to arrange the book on the shelves.

2) Consult a floor plan chart. Charts are posted on the walls in various areas of the library. By using the first letter on the top line of the call number, you can determine the section of the library in which the book is located.

3) To check out materials take them to the Circulation Desk.

4) If the book is not on the shelf, you can stop at the Circulation Desk to find out if the book is already checked out. You may ask to have it held for you when it is returned..

Problems:

If after searching the Card Catalog you feel frustrated or annoyed that the library simply doesn't seem to have anything that you were looking for, don't just give up and leave. Ask a librarian at the Reference Desk for help in using the Card Catalog.

CLINTON COMMUNITY COLLEGE LIBRARY

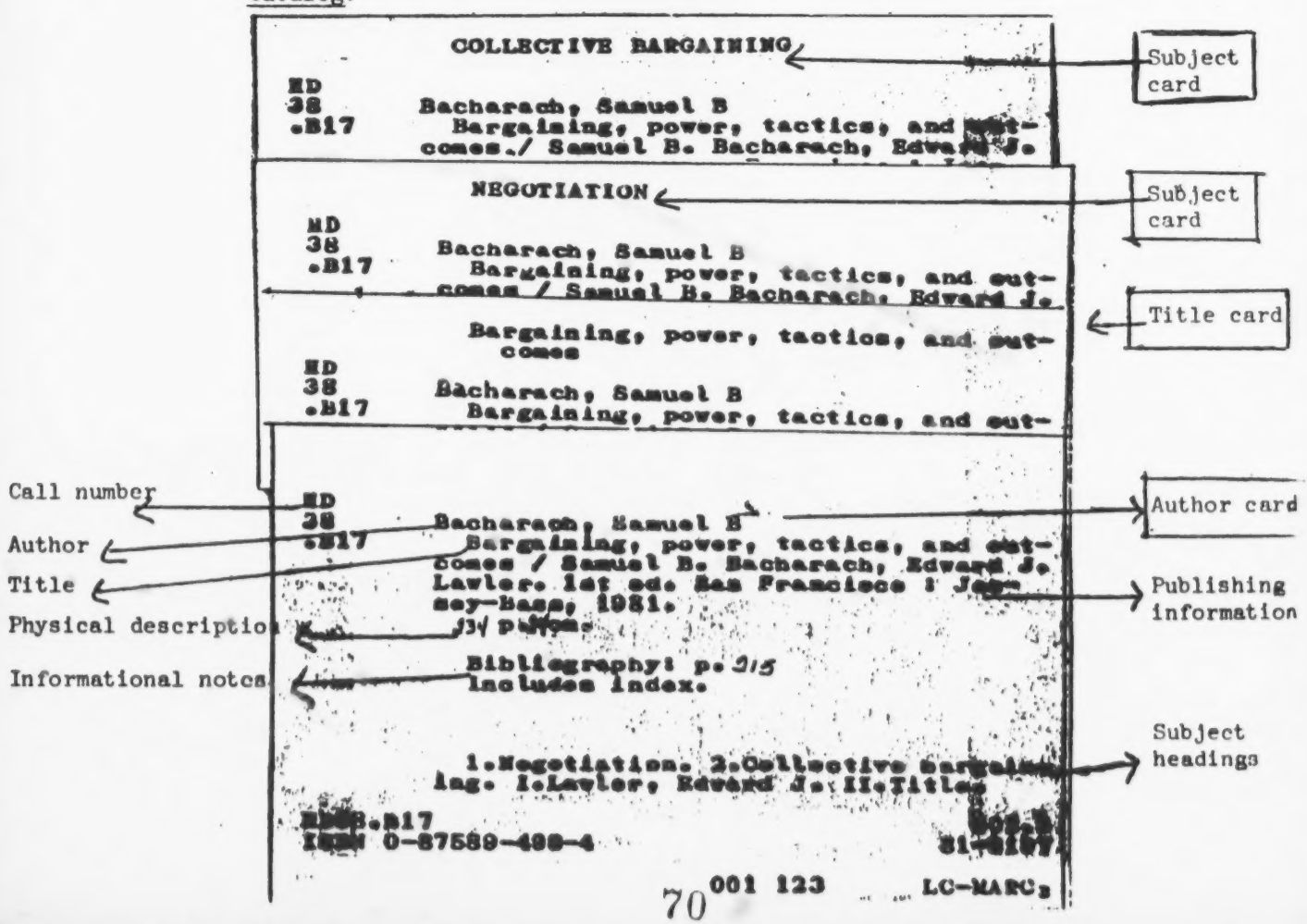
PLATTSBURGH, N. Y.

GUIDE NO. 2

CATALOG CARDS

Every book in the library is represented in the Card Catalog by an author card, a title card, and for non-fiction books, by at least one subject card.

The three kinds of cards used for each book are identical except for the top line. On the author card, the author's name is on the top line. On the title card, the title is reprinted on the top line of the card. And on the subject card, the subject headings that appear on the bottom of the card are reprinted at the top in uppercase letters. The cards are filed according to the top line on the card; author and title cards in the Author/Title Catalog, and subject cards in Subject Catalog.



Information on the cards:

1. Call number: The call number is a unique identification "code" for each book. It consists of a letter/number combination by which the books are arranged on the shelves.
   The second number is read as a whole number. The third line or Author's number is in a decimal form, e.g.

   HD
   38 whole number
   .B17 decimal number

2. Author: The "author" of a book is the individual, group of people or organization primarily responsible for the existence of the book (e.g., American Library Association).

3. Title: The full title, including any subtitle, follows the author's name.

4. Publishing information: It includes place of publication, publisher and date of publication and it always follows the author and title.

5. Physical description: Number of pages in the book, whether or not it is illustrated, its' size in centimeters, etc.

6. Informational notes: Helpful notes such as whether or not the book includes bibliographies, index, etc.

7. Subject headings: Preceded by Arabic numerals, the subject headings are those which have been used to describe the book and under which cards representing the book will be found in the Subject Catalog.

THE SUBJECT CATALOG

The Clinton Community College Library Subject Catalog uses the standardized Library of Congress List of Subject Headings to arrange its catalog alphabetically by topic. A two volume list of these subject headings is located at the Reference Desk. This list will tell you what headings can be expected to be found in the Subject Catalog if the library holds books on that subject and will give you cross references from unused terms to those which you will find used in the catalog.

For example, if you are looking for books on cross-country running, the list would tell you to "see" the heading "Running." The list may also include:

1) sa Related subject headings with equivalent or narrower coverage of your topic. This is indicated by the symbol sa = "see also."

2) XX Broader headings under which information on your topic may be found - these are preceded by the symbol XX.

3) X Any term preceded by X is not used in the Card Catalog and it means you must look for the term used in its place.

CLINTON COMMUNITY COLLEGE LIBRARY
PLATTSBURGH, N.Y.

GUIDE NO. 3

USING THE CARD CATALOG

The cards in the Card Catalog are arranged in alphabetical order word by word, e.g.: word by word as opposed to letter by letter:

New Church	Newborn
New England	New Church
New York	New England
Newborn	Newton
Newton	New York

Author/Title cataglog

Although the cards are basically arranged in alphabetical order there are a few common rules to solve problems not covered by the alphabetical arrangement. e.g.

1) Initial article in English or foreign language is omitted:

snowmobiles and snowmobiling
The Snows of Kilimanjaro (under S)
The Snowshoe Book
Snyder, Eldon

2) Initials are filed ahead of all other entries beginning with the same first letter:

ABC of reading
AMA drug evaluations
Aaker, David A.
Adams, James Alan

3) Mac, Mc, and M are all filed as if spelled:

MacCardle, Susan
McCarthy, Eugene
Machiavelli, Nicolo
McLuhan, Marshall

Subject catalog

Problems in finding the authorized term for a suject heading will be solved by using the Library of Congress Subject Headings list.

TIPS

1) To find general encyclopedias or dictionaries use: ENCYCLOPEDIAS AND DICTIONARIES.

2) To find subject encyclopedias or dictionaries use: (your subject)--DICTIONARIES e.g. PSYCHOLOGY--DICTIONARIES
(The card bearing this subject heading represents either a psychology encyclopedia or psychology dictionary.)

3) To find biographical information on notable people use:
BIOGRAPHY--DICTIONARIES

How to find an article in a periodical or newspaper--Indexes:

If you are researching a specific subject, the most sensible way is to use the periodical index related to your subject. The following are some of the indexes to which our Library subscribes:

1) PERIODICALS INDEXES:

Readers Guide to Periodical Literature:
Author and subject index to U.S. periodicals of a "broad, general, and popular character" e.g. Time, Newsweek etc.

Social Sciences Index:
Author and subject index. Sujects include: anthropology, economics, environmental sciences, geography, political science, psychology, sociology and related subjects.

Humanities Index:
Author and subject index. Subjects include: archaeology and classical studies, area studies, folklore, history, language and literature, performing arts, philosophy, religion and related subjects.

Business Periodicals Index:
A subject index to periodicals in the fields of accounting, advertising, banking, marketing, public administration, etc.

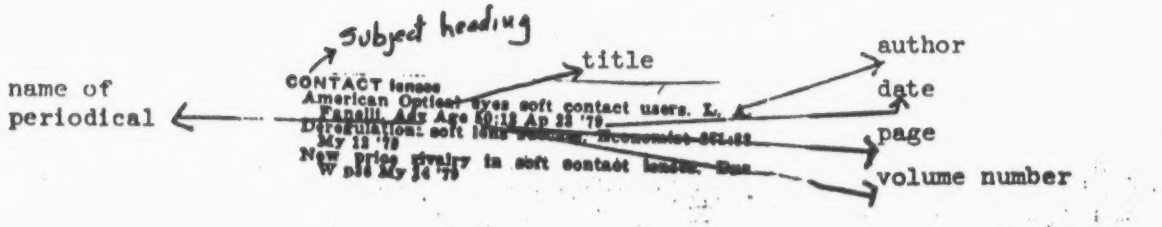
2) NEWSPAPER INDEXES:

The New York Times. The library has several years of the Times on microfilm with printed index volumes.

3) ESSAYS INDEXES:

Essay and General Literature Index. Arranged in an alphabet this tool indexes essays published in book collections.

EXAMPLE of periodical entry



EXAMPLE of entry from the New York Times Index. (1980).

D

subject

Chewing Gum, Ap 28. Cotton—US, My 2. Flour, Je 4. Marketing, Ap 18

Co names Robert M Egan senior vice president (S), Ap 18,IV,13:4

DANCING—Unless otherwise indicated, performances are in NYC

See also Discotheques. Opera. Theater (for inclusion)

Galina and Valery Panov recover stolen ballet costumes worth $3,000 at Cheap Jacks Antique Clothing Store, NYC; Jack Markus, store proprietor, who found costumes in bale of clothing he purchased, returns them to Panovs without charge, Ap 4,II,6:1

Residencies in dance, film and video are awarded by Bennington College to Trisha Brown, Steve Paxton, Yvonne Rainer, Steve Christiansen, Babette Mangolte, Lisa Nelson and Peter Moore, artists prominent in Judson Dance Theater movement in early 1960's (S), Ap 7,III,15:2

Movie and TV director John Badham, guest instructor at NYU School of the Arts, shows dance films to students who are concentrating on filming dance sequences; Badham por (M), Ap 11,II,5:1

Article outlines schedule of events marking 3d annual US National Dance Week, April 14-20 (M), Ap 12,21:3

Article on problems in staging modern revivals of works by early modern-dance pioneers (M), Ap 13,II,19:1

NJ Governor Byrne declares April 14-20 National Dance Week in NJ; events scheduled for week noted (S), Ap 13, XI,3:3

Jennifer Dunning reviews movie Tapdancin' (M), Ap 14, III,16:

Subject heading

Article abstract.

Medium size

Date of publication

Section of paper

Page of article

Column on The page

CLINTON COMMUNITY COLLEGE LIBRARY

PLATTSBURGH, NEW YORK

GUIDE NO. 4

BRIEF SUBJECT GUIDE TO INDEXES/ABSTRACTS

I. General and discipline (cover several subject areas)

READER'S GUIDE TO PERIODICAL LITERATURE. Includes all subjects of general interest in popular rather than scholarly journals.

ESSAY AND GENERAL LITERATURE INDEX. Locates essays and articles in collections; entries cover philosophy, religion, political science, economics, law,education, linguistics, science, the arts, literature, and history.

NEW YORK TIMES INDEX. Locates articles in the New York Times newspaper; covers all subjects of current interest.

SOCIAL SCIENCES INDEX. Articles in scholarly journals in the fields of anthropology, economics, environmental science, geography, criminology, political science, psychology, and sociology.

HUMANITIES INDEX. Articles in scholarly journals in the fields of archaeology, classical studies, folklore, history, language and literature, literary criticism, philosophy, and religion.

BUSINESS PERIODICALS INDEX. Subject fields indexed include accounting, advertising and public relations, banking, building and buildings, marketing, real estate, transportation, and other specific businesses, industries, and trades.

CUMULATIVE INDEX TO NURSING AND ALLIED HEALTH LITERATURE. This is an index to nursing magazines and journals.

II. Fact sources

ALMANACS: A collection of miscellaneous information, facts, and figures (a grab bag source); includes current as well as historical facts relating to people, countries, events, and various subjects; scope is general; coverage is broad but not detailed.

YEARBOOKS: A collection of data and statistics that record the year's activities by country, subject, or specialized area; emphasis is on current information and scope is mostly confined to a special area of interest or subject area; coverage more limited but also more detailed than almanacs.

HANDBOOKS AND MANUALS: They range from "how-to-do-it" sources to formulas, tables, and graphs; they are used to answer problems, and emphasize the established knowledge of a particular field or subject area; scope is limited to a special area of interest (Chemistry, Physics, Energy, etc.)

Guide 4

DIRECTORIES: A list of persons or organizations, systematically arranged, usually in alphabetical order; directories are used to find phone numbers, addresses, names of companies that manufacture a product, names of physicians in a community, etc. There are all kinds of directories; many are limited to particular professions, institutions, businesses, etc.

STATISTICAL SOURCES: These are specialized fact sources that contain primarily statistical data. Some are devoted to current statistics and some deal mostly with historical statistics; some are general in scope and some deal with statistics in special areas (transportation, trade, crime, etc.).

LIBRARY OF CONGRESS CLASSIFICATION

The Clinton Community College Library uses the Library of Congress Classification system in organizing its book collection. This is a different system from the Dewey Decimal System used in most high school and public libraries. However, this is the system almost all the libraries in colleges and universities use. By following the outline found below you will soon become accustomed to using this system. Please ask the librarians for help if you experience any difficulties.

A. General Works
- AE - Encyclopedias
- AG - General Reference Works

B. Philosophy - Religion
- BF - Psychology
- BL - Mythology
- BR-BV - Christianity

C. History - Auxiliary Sciences
- CB - History of Civilization (general)
- CJ - Numismatics; Coins
- CR - Heraldry

D. History and Topography (except America)
- DA - Great Britain
- DK - Russia
- DS - Asia
- DT - Africa

E. America (general) and United States (general)
- E - 51-99 Indians of North America
- E - 151-810 United States

F. United States (local and America except the United States)
- F - 1-970 United States (local)
- F - 1201-1392 Mexico
- F - 2201-2239 South America (general)

G. Geography - Anthropology
- GN - Anthropology
- GR - Folklore
- GT - Manners & Customs
- GV - Sports and Amusement; Games

H. Social Sciences
- HA - Statistics
- HB-HJ - Economics
- HM-HX - Sociology

J. Political Science
- JF - General Works
- JK - United States
- JX - International Law

K. Law

L. Education
- LD-LG - Universities and Colleges

M. Music

N. Fine Arts
- NA - Architecture
- ND - Painting
- NK - Art in Industry; Decoration & Ornament

P. Language and LIterature
- PA- Classical Languages
- PB-PH - MOdern European Languages
- PQ - Romance Literature
- PR - English Literature
- PS - American Literature
- PZ - Fiction
- PZ 3-4 - English Language Fiction

Q. Science
- QA - Mathematics
- QC - Chemistry
- QH - Natural History
- QM - Human Anatomy
- QP - Physiology

R. Medicine
- RA - Hygiene
- RC - Internal Medicine
- RT - Nursing

S. Agriculture - Plant & Animal Indus
- SD - Forestry
- SK - Hunting Sports
- SK - 601-605 Camping; Outdoor Life

T. Technology
- TL - Motor Vehicles; cycles; Aeronautics
- TR - Photography
- TS - Domestic Science

U. Military Science

V. Naval Science

Z. Bibliography; Library Science

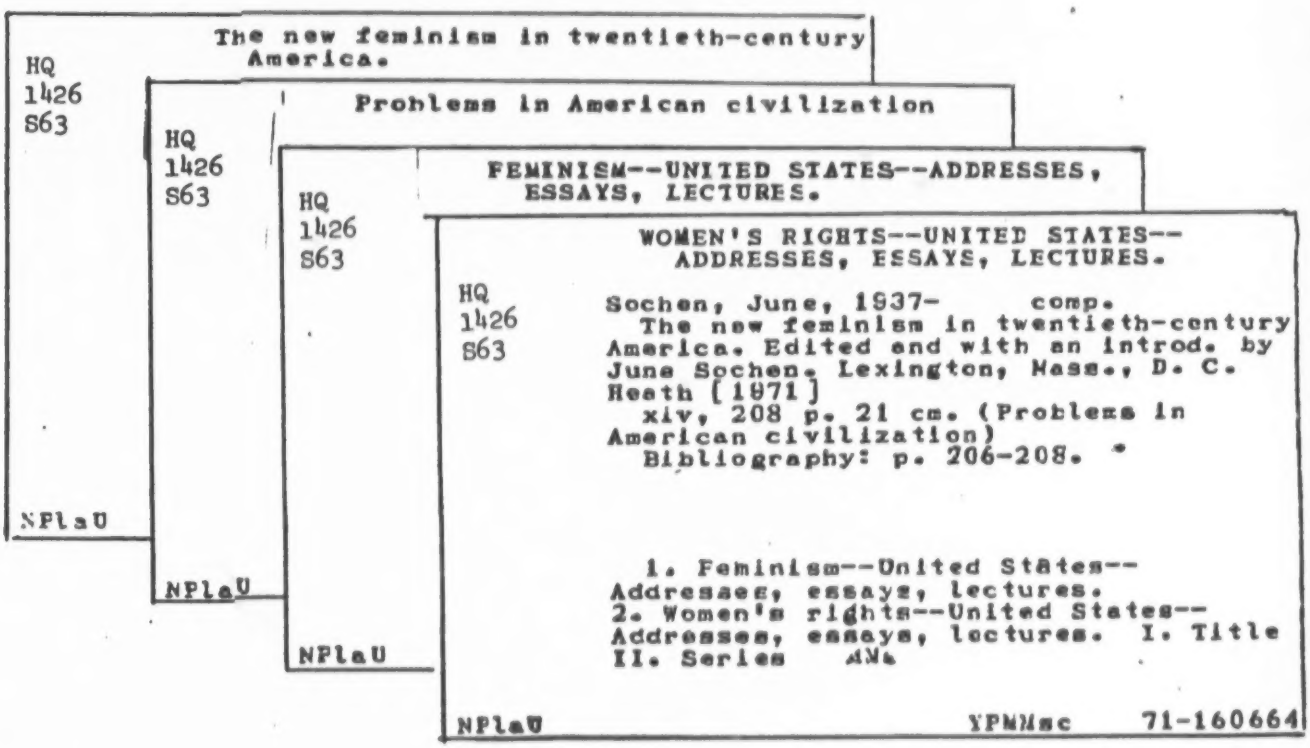
CARD CATALOG: CARD SET

HQ
1426
S63

Sochen, June, 1927- comp.
The new feminism in twentieth-century America. Edited and with an introd. by June Sochen. Lexington, Mass., D. C. Heath [1971]
xiv, 208 p. 21 cm. (Problems in American civilization)
Bibliography: p. 206-208.

1. Feminism--United States--Addresses, essays, lectures.
2. Women's rights--United States--Addresses, essays, lectures. I. Title II. Series

NPlaU YPMMoc 71-160664



SPRING 1984

CLINTON COMMUNITY LIBRARY LIBRARY SKILLS UNIT

NAME _____

SECTION TIME _____ INSTRUCTORS _____

WORKSHEET UNIT 1: ORIENTATION

This worksheet requires you to locate different types of materials in the library on a variety of topics.

Exercise I: Locating Books - using C.C.C. Library Guide No. 1, relate the subject of each question to the appropriate Library of Congress Classification.

EXAMPLE: You have an interest in basketball and would like to browse in the stacks containing books on this subject:

a. What Library of Congress Classification is given to material on this subject? GV (Recreation)

b. In what section (room) of the library are these books located? Main stacks

- - - - -

1. You need to do a study of the changes in the Roman Catholic Church in the 1960's:

   a. What Library of Congress (LC) Classification is given to material on this subject? _____

   b. In what section of the library are these books located? _____

2. There are many explanations for inflation and the decline of the American dollar:

   a. What LC Classifications are given to this subject? _____

   b. In what section of the library are these books located? _____

3. Perhaps no author has had more written about him than William Shakespeare:

   a. What LC Classification is given to this subject? _____

   b. In what section of the library are these books located? _____

4. Has the soil been made more fertile and productive: _____

   a. What LC Classification is give to this subject? _____

   b. In what section of the library are these books located? _____

5. You need to find critical material on Mark Twain and his contributions to American literature:

   a. What LC Classification is given to this subject? _____

   b. In what section of the library are these books located? _____

Exercise II: Locating Material other than Books - the following questions are based on information you can obtain by asking for a library orientation tour. Indicate the area or room to which you would go in order to find the material or information re
Refer to the C.C.C. Library Guide for a description of such areas as Reserve, Periodicals Room, Microfilms, etc.

6. You would like to look through the latest issues of Time and Newsweek for reports of the latest developments in Afghanistan:

   a. What area (room) of the library would you go to? _____

7. You have heard that the speed limit on Canadian freeways is 100 kilometers per hour, and would like a conversion table that will give you the equivalent rate of speed in miles per hour:

   a. What area (room) of the library would you go to? _____

8. You want to find out what Senator Javits has said on the floor of the Senate during the past year. A transcript of the proceedings of the Senate may be found in the Congressional Record:

   a. What area (room) of the library would you go to? _____

9. The card catalog indicates that the library owns a recording of Bach's Well Tempered Clavier:

   a. What area (room) of the library would you go to? _____

10. You would like to browse through current issues of Sports Illustrated and Ski Magazine:

    a. What area (room) of the library would you go to? _____

(3)

CLINTON COMMUNITY COLLEGE LIBRARY LIBRARY SKILLS UNIT

NAME _____

SECTION TIME _____ INSTRUCTORS _____

WORKSHEET UNIT 1: ORIENTATION

This worksheet requires you to locate different types of materials in the library on a variety of topics.

Exercise I: Locating Books - using C.C.C. Library Guide No.1, relate the subject of each question to the appropriate Library of Congress Classification.

EXAMPLE: You have an interest in basketball and would like to browse in the stacks containing books on this subject:

a. What Library of Congress Classification is given to material on this subject? GV (Recreation)

b. In what section of the library are these books located? Main stacks

- - - - - -

1. Photographs of Henry Moore's sculptures have been published in books:

   a. What Library of Congress (LC) Classification would be given to books containing such photographs? _____

   b. In what section of the library are these books located? _____

2. You would like to find recipes for preparing various French dishes:

   a. What LC Classification is given to this subject? _____

   b. In what section of the library are these books located? _____

3. Winston Churchill has written that the Battle of Plattsburgh was the "most decisive engagement" of the War of 1812:

   a. What LC Classification is given to this subject? _____

   b. In what section of the library are these books located? _____

4. You have been scheduled to assist a famous surgeon in performing eye operations, and would like to learn more about micro-surgical techniques than you learned in nurse's training:

   a. What LC Classification is given to this subject? _____

   b. In what section of the library are these books located? _____

5. What are some of the disadvantages of lecturing as a teaching method:

a. What LC Classification is given to this subject? _____

b. In what section of the library are these books located? _____

Exercise II: Locating Materials other than Books - the following questions are based on information you can obtain by asking for a library orientation tour. Indicate the area or room to which you would go in order to find the material or information required. Refer to the C.C.C. Library Guide for a description of such areas as Reserve, Periodicals Room, Microfilms, etc.

6. You would like to browse through the library's collection of phono-records:

a. What area (room) of the library would you go to? _____

7. The magazine you need is on microfilm:

a. What area (room) of the library would you go to? _____

8. The language of your psychology text is hard to understand. You need advice about special kinds of dictionaries that will help you with this terminology:

a. What area (room) of the library would you go to? _____

9. You want to read the most recent issue of the New York Times:

a. What area (room) of the library would you go to? _____

10. Does the U.S. Government publish anything about child abuse:

a. What area (room) of the library would you go to? _____

CLINTON COMMUNITY COLLEGE LIBRARY SPRING 1984

NAME _____ LIBRARY SKILLS UNIT

SECTION TIME _____ INSTRUCTORS _____

WORKSHEET UNIT II

A. Do this assignment in the Reference Room where the New Encyclopaedia Britannica is shelved (Ref AE5.E363). Be sure to begin all research in the Micropaedia section of the encyclopedia.

1. Find an entry on medical education. Which volume and page of the Macropaedia contains an article on this entry?

   a. 1:14 c. 11:809
   b. 15:206d d. 17:820

2. On which page does the bibliography for the above article begin?

   a. 808 c. 811
   b. 812 d. 813

3. Find an entry on food prevervation in the Micropaedia. Which volume and page of the Macropaedia contains an article on this entry?

   a. 8:14 c. 7:489
   b. 3:12 d. 8:563

4. On whicn page does the bibliography for the above article begin?

   a. 494 c. 498
   b. 496 d. 497

5. Which volume and page of the Macropaedia contains an article which makes reference to fish packing and spoilage prevention?

   a. 8:200c c. 6:50a
   b. 7:350c d. 7:80b

6. The Micropaedia may be used: (circle one)

   a) To help you narrow down a topic
   b) As a quick reference for fact-type questions.

B. Do this assignment in the Reference Room. Answer the two questions following the steps listed a few lines below.

First Question:

Where can you find a discussion of the research conducted by Kurt Lewin on social perception?

Step 1. Associate main subject of the question with and LC class.

2. Go to appropriate section of the room where books on your subject are shelved. (LC class)

(continued)

V.1

3. Find a subject encyclopedia on your subject.
4. Find encyclopedia index.
5. Give title of encyclopedia _____.
6. Call number _____.
7. Pages of bibliography, if there is one _____.

Second question:

Where can you locate an article on "Storm Detection?"

Follow steps 1-4 above.

5. Give title of encyclopedia _____.
6. Call number _____.
7. Pages of bibliography, is there is one _____.

C. Now you can apply what you have learned and start thinking about researching a topic.
Follow the following steps:

1. Choose a general subject that interests you (broad is O.K. for now). State the subject _____
2. Find a background article in a subject encyclopedia:
   a) Title of encyclopedia used _____.
   b) Call number _____.
   c) Pages with article _____.
   d) Beginning page of bibliography _____.
3. Read the article to obtain background information that will help you narrow down your subject.
4. State the topic or aspect you would like to develop _____.
5. Give a thesis statement that expresses a research topic

_____

_____

_____

_____

CLINTON COMMUNITY COLLEGE LIBRARY

SPRING 1984

NAME _____

LIBRARY SKILLS UNIT

SECTION TIME _____ INSTRUCTORS _____

WORKSHEET UNIT II

A. Do this assingment in the Reference Room where the New Encyclopaedia Britannica is shelved (Ref AE5.E363). Be sure to begin all research in the Micropaedia section of the encyclopedia.

1. Find an entry on refugees. Which volume and page of the Macropaedia contains an article on this entry?

   a. 16:500 c. 15:568

   b. 11:335 d. 16:38

2. On which page does the bibliography for the above article begin?

   a. 300 c. 398

   b. 568 d. 573

3. Find an entry on priesthood. Which volume and page of the Macropaedia contains an artilce on this entry?

   a. 14:1007 c. 14:1008

   b. 15:2002 d. 14:35

4. On which page does the bibliography for the above article begin?

   a. 1000 c. 235

   b. 1012 d. 784

5. Which volume and page of the Macropaedia contains an article which makes reference to celibacy as symbolic affirmation?

   a. 2:334c c. 3:1041b

   b. 4:252b d. 2:34a

6. The Micropaedia may be used: (circle one)

   a) To help you narrow down a topic.

   b) As a quick reference for fact-type questions.

B. Do this assignment in the Reference Room. Answer the two questions following the steps listed a few lines below.

First Question:

Where can you locate background information on studies conducted in comparative psychology using animal subjects?

Step 1. Associate main subject of the question with an LC class.

2. Go to appropriate section of the room where books on your subject are shelved. (LC class)

(continued)

3. Find a subject encyclopedia on your subject.
4. Find encyclopedia index.
5. Give title of encyclopedia _____.
6. Call number _____.
7. Pages of bibliography, if there is one _____.

Second Question:

Where can you locate a background article on adult education in developing countries?

Follow steps 1-4 above.

5. Give title of encyclopedia _____.
6. Call number _____.
7. Pages of bibliography, if there is one _____.

C. Now you can apply what you have learned and start thinking about researching a topic.
Follow the following steps:

1. Choose a general subject that interests you (broad is O.K. for now).
2. Find a background article in a subject encyclopedia: State _____
   a) Title of encyclopedia used _____.
   b) Call number _____.
   c) Pages with article _____.
   d) Beginning page of bibliography _____.
3. Read the article to obtain bacground information that will help you narrow down your subject.
4. State the topic or aspect you would like to develop _____.
5. Give a thesis statement that expresses a research topic

_____

_____

_____

_____

CLINTON COMMUNITY COLLEGE LIBRARY

SPRING 1984

NAME _____

LIBRARY SKILLS UNIT

SECTION TIME _____ INSTRUCTORS _____

WORKSHEET III

A. Do this assignment in the Reference Room.

1. Using your LC outline find the section of the room where the book Handbook of Criminology is shelved. Circle the correct call number for that book.

   a) REF.HF5137.A6 1973
   b) REF.HV6028.G5
   c) REF.HF5547.25 1969
   d) REF.PE1137.B573 1964

2. Find the book Accountant's Handbook the same way. Circle the correct call number for it.

   a) REF.HF5137.A6 1973
   b) REF.HF5621.A22 1970
   c) REF.HV6028.G5
   d) REF.PE1137.B573 1964

3. Check the pages 9.4 and 9.5 (this means section 9 page 4 and section 9 page 5). Based on the information given, how would you best rate the material?

   a) Clear for the layman
   b) Clear for the specialist
   c) Somewhat clear for the layman

B. Do this assignment in the Author/Title Catalog.

4. A. A. Milne is the title of a book with the call number:

   a) F32.B4
   b) PR6025.I6529
   c) PR13.A3
   d) D45.C4

5. The I.B.M.,Colossus in transition is the title of a book with the call number:

   a) D113.C4 1972
   b) F14.C5
   c) PR456.P2 1981
   d) HD9696.C64I488 1981

6. A FORTRAN primer is the title of a book with the call number:

   a) F14.C5
   b) Q673.P2
   c) QA76.5.O7
   d) QA85.B2

7. The card for the book entitled A nation of sheep is filed after the title The National administrative system.

   a) True

   b) False

8. Question 7 illustrates which of the following filing systems is used at CCC Library?

   a) Letter-by-letter filing
      Newark
      New York
      New Yorker
      New York Times

   b) Word-by-word filing
      New York
      New York Times
      New Yorker
      Newark

C. Do this assignment in the Reference Room.

9. Find the book with the call number REF.KF4755.A83. Examine the book - What kind of reference book is it?

   a) Dictionary
   b) Directory
   c) Almanac
   d) Handbook

10. Find AY64.I55. What kind is it?

   a) Dictionary
   b) Directory
   c) Almanac
   d) Handbook

11. Find REF.BF31.B27. What kind is it? _____
Look up the word "balaties". Then look up that word in a general dictionary; Did you find it? _____.

D. Do this assignment in the Subject Catalog.

12. Look for the subject heading GOOD AND EVIL. Give the number of books CCC Library has on this subject _____.

13. Now write a bibliographic citation for any of those books you found found under GOOD AND EVIL. Remember you need 5 bibliographic elements: complete name of author in inversed order, complete title (underlined), place, publisher, and date of publication.

CLINTON COMMUNITY COLLEGE LIBRARY

SPRING 1984

NAME_____

LIBRARY SKILLS UNIT

SECTION TIME_____ INSTRUCTORS_____

WORKSHEET UNIT III

A. Do this assignment in the Reference Room.

1. Using your LC outline find the section of the room where the book Sales Manager's Handbook is shelved. Circle the correct call number for that book.

   a) Ref HF5137.A6
   b) Ref HF5415.D32 1968
   c) Ref HF5547.25 1969
   d) Ref PE1137.B573

2. Find the book Accountant's Handbook the same way. Circle correct call number for it.

   a) Ref HF5137.A6 1973
   b) Ref HF5621.A22 1970
   c) Ref HV6028.G5
   d) Ref PE1137.B573

3. Check the pages 9.4 and 9.5 (these numbers mean section 9 page 4 and section 9 page 5). Based on the information given, how would you best rate the material?

   a) clear for the layman
   b) clear for the specialist
   c) somewhat clear for the layman

B. Do this assignment in the Author/Title catalog.

4. STD: a commonsense guide is the title of a book with the call number:

   a) F32.B4
   b) PR6025.I6529
   c) RC200.2.C66
   d) RC36.C3

5. "O.W": O.W. Wilson and the search for a police profession is the title of a book with the call number:

   a) HV7911.W54B66
   b) RC200.C2
   c) HV345.D3
   d) RC35.A4

6. A FORTRAN primer is the title of a book with the call number:

   a) F14.C5
   b) Q673.P2
   c) QA76.5.O7
   d) QA85.B2

(2)

7. The card for the book entitled A Nation of sheep is filed after the title The National administrative system.

a) True b) False

8. Question 7 illustrates which of the following filing systems is used at CCC Library?

a) Letter-by letter filing

Newark
New York
New Yorker
New York Times

b) Word-by-word filing

New York
New York Times
New Yorker
Newark

C) Do this assignment in the Reference Room.

9. Find the book with the call number Ref L901.N2 1978. Examine the book. What kind of reference book is it?

a) Dictionary c) Almanac

b) Directory d) Handbook

10. Find AY64.I55. What kind is it?

a) Dictionary c) Almanac

b) Directory d) Handbook

11. Find Ref QE5.A48 1974. What kind is it?_____
Look up the word "chronofauna". Then look up that word in a general dictionary. Did you find it?_____

D) Do this assignment in the Subject Catalog.

12. Look for the subject heading SELF-DEFENSE FOR WOMEN. Give the number of book CCC Library has on this subject_____

13. Now write a bibliographic citation for any of those books you found under SELF-DEFENSE FOR WOMEN.

Remember you need 5 bibliographic elements: complete name of author in inversed order, complete title (underlined), place,publisher,and date of publication.

CLINTON COMMUNITY COLLEGE LIBRARY SPRING 1984

NAME _____ LIBRARY SKILLS UNIT

SECTION TIME _____ INSTRUCTORS _____

WORKSHEET IV

A. Do this assignment in the Reference Room. Find indexes table.

1. Circle the title of the index to journal articles where the subject heading PNEUMOCONIOSIS is frequently used.

a. Social Science Index
b. Humanities Index
c. Business Periodicals Index
d. Nursing & Allied Health Index

2. Circle the title of the index to journal articles where the subject heading FLEXOGRAPHY is frequently used.

a. Social Sciences Index
b. Humanities Index
c. Business Periodicals Index
d. Nursing & Allied Health Index

3. Check the list of periodicals indexed in the front of the indexes listed below and circle the title where TIME magazine appears.

a. Social Sciences Index
b. Business Periodical Index
c. Readers' Guide to Periodical Literature

4. Use the New York Time Index of January-March, 1983. How many articles are listed on TOXIC SHOCK SYNDROME? _____. Is there any article on the Sunday issue? _____. How can you tell? _____ _____.

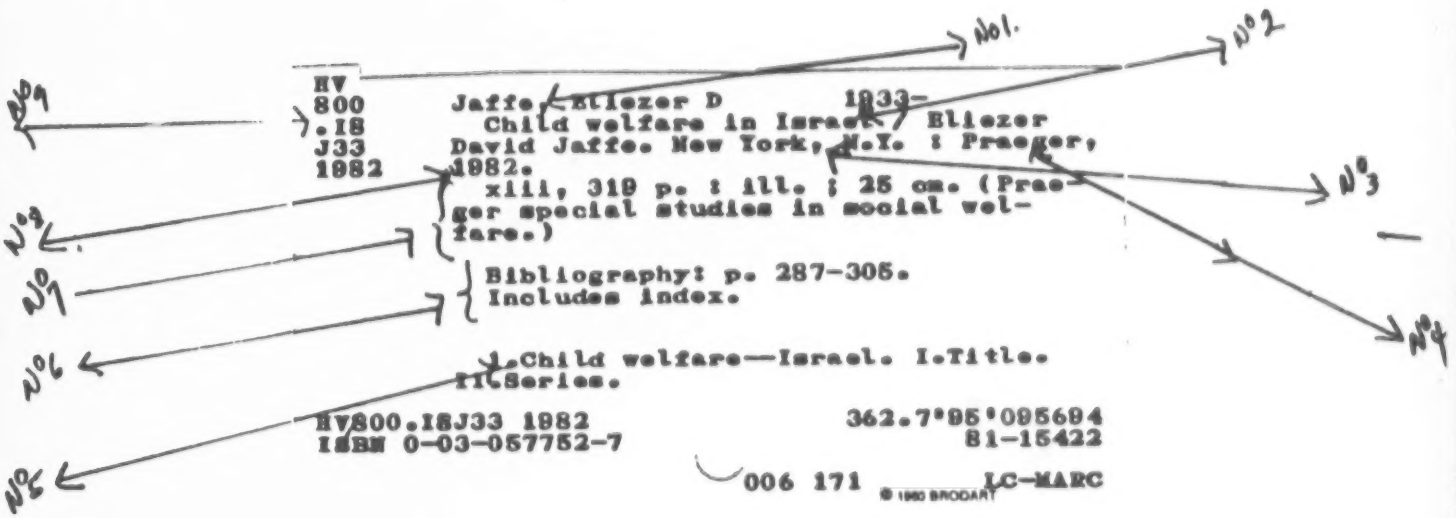
5. The abbreviation Ja 28, IV, 2:6 from the New York Times Index means:

a. January 28, Volume IV, page 2, column 6.
b. January 28, Section IV, Volume 2, page 6.
c. January 28, section IV, page 2, column 6.

6. Write a bibliographic citation for the article below. (This is a photocopy from the Social Sciences Index)

Gruber, Kenneth J.
Sex-typing of leisure activities: a current appraisal. Mbl Psychol Rept 44:259-63 F '80

7. Write on the space provided with a number the name of the bibliographic item.
Example: No. 1 _____ You write: No. 1 Author _____.



8. Now write a bibliographic citation for the book represented by the above card. (Remember: author, title, place, publisher, date).

CLINTON COMMUNITY COLLEGE LIBRARY SPRING 1984

NAME _____ LIBRARY SKILLS UNIT

SECTION TIME _____ INSTRUCTORS _____

WORKSHEET IV

A. DO THIS ASSIGNMENT IN THE REFERENCE ROOM. FIND INDEXES TABLE.

1. Circle the title of the index to journal articles where the subject heading AMERICAN LITERATURE is frequently used.

   a. Social Sciences Index
   b. Humanities Index
   c. Business Periodicals Index
   d. Nursing & Allied Health Index

2. Circle the title of the index to journal articles where the subject heading HOTEL MANAGEMENT is frequently used.

   a. Social Sciences Index
   b. Humanities Index
   c. Business Periodicals Index
   d. Nursing & Allied Health Index

3. Check the list of periodicals indexed in the front of the indexes listed below and circle the title where NEWSWEEK magazine appears.

   a. Social Sciences Index
   b. Business Periodical Index
   c. Readers' Guide to Periodical Literature.

4. Use the New York Times Index of 1982 (Bound book) How many articles are listed on TOXIC SHOCK SYNDROME? _____. Is there any article on the Sunday issue? _____. How can you tell? _____ _____.

5. The abbreviation Ja 28, IV, 2:6 from the New York Times Index means:

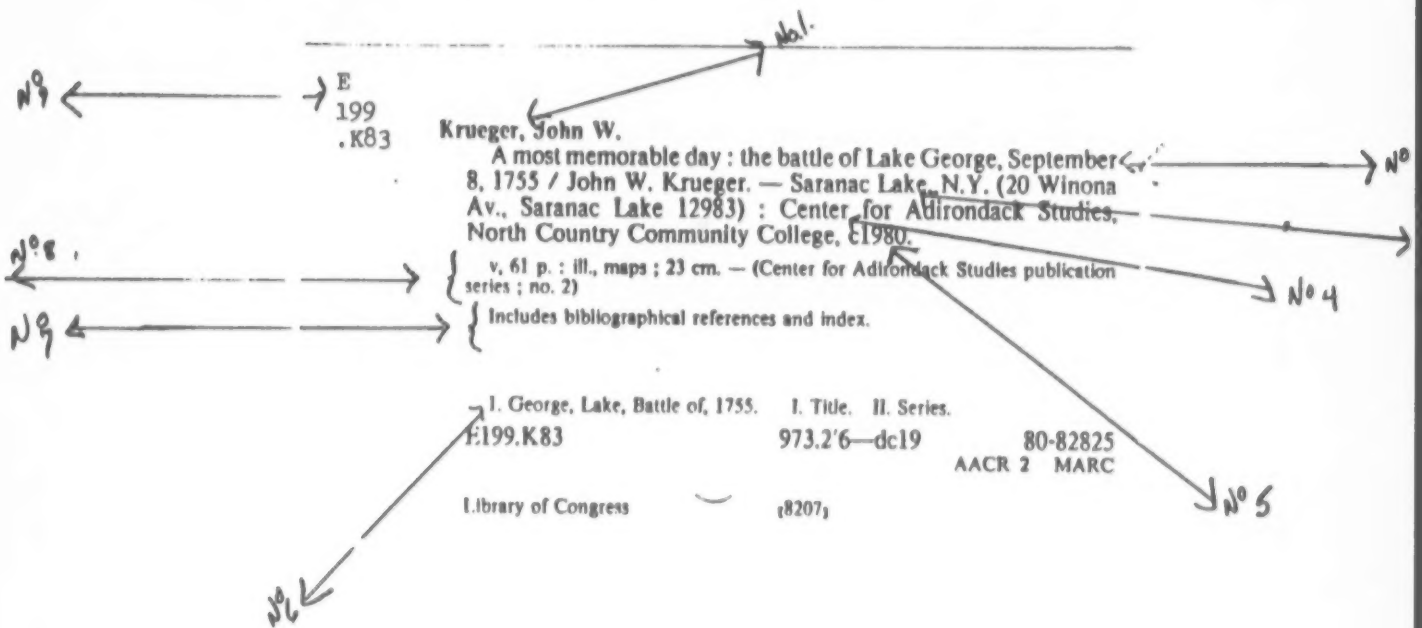
   a. January 28, Volume IV, page 2, column 6.
   b. January 28, Section IV, Volume 2, page 6.
   c. January 28, Section IV, page 2, column 6.

6. Write a bibliographic citation for the article below. (This is a photocopy from the Social Sciences Index.)

Gruhl, John
Supreme court's impact on the law of libel: compliance by lower federal courts. W Pol Q 33:502-19 D '80

(2)

7. Write on the space provided with a number the name of the bibliographic item.
Example: No. 1 _____ You write: No. 1 Author _____.


No 1.
E
199
.K83
Krueger, John W.
A most memorable day : the battle of Lake George, September 8, 1755 / John W. Krueger. — Saranac Lake, N.Y. (20 Winona Av., Saranac Lake 12983) : Center for Adirondack Studies, North Country Community College, c1980.
v, 61 p. : ill., maps ; 23 cm. — (Center for Adirondack Studies publication series ; no. 2)
Includes bibliographical references and index.
1. George, Lake, Battle of, 1755. I. Title. II. Series.
E199.K83 973.2'6—dc19 80-82825
AACR 2 MARC
Library of Congress (8207)
No 2
No 3
No 4
No 5
No 6

8. Now write a bibliographic citation for the book represented by the above card. (Remember: author, title, place, publisher, date).

(2)

CLINTON COMMUNITY COLLEGE LIBRARY

SPRING 1984

NAME _____

LIBRARY SKILLS UNIT

SECTION TIME _____

INSTRUCTORS _____

WORKSHEET V

A. Do this assignment in the Reference Room.
Find volume 37 of Readers' Guide for March 1977-February 1978.
Look up the subject heading DIAGNOSIS (p. 343).

1. How many periodical articles are listed under that subject heading?

   a) 1 b) 5 c) 7 d) 9

2. How many related subject headings could you use to find additional articles? _____.

3. How does the index indicate that to you?

   a) See also b) Sa c) See

4. Find volume 9 of Social Sciences Index for April 1982 to March 1983 and indicate how many periodical articles are listed under the subject heading DEMOCRACY.

   a) 2 b) 10 c) 8 d) 6

5. How many cross references do you find under DEMOCRACY? _____.

6. How does the index indicate this to you? _____.

7. Give a complete citation for a scholarly article in psychology. To do this you can consult the Social Sciences Index or you can Browse through the journals themselves. Remember you have to cite the following:

   Last name of author First name. "Title of article." Title of Journal volume number (Date): page or pages number(s).

8. Refer to v.6(, No. 6 part 1 for December 1981 of Psychological Abstracts. (Index table). Find brief subject index in the back of the book; look up the subject heading VOLUNTEER PERSONNEL. How many art cles are there under that subject? _____.

9. Find the abstract number 12591.
Give name of author or authors of article _____.
Title of article _____.
Title of journal _____.
Volume No. _____. Date _____. Page(s) _____.

10. Find the book Ref 37204.B45.B45.
What kind of reference source is it?

a) Bibliography
b) Handbook
c) Statistical source
d) Directory

11. Find the book Ref HA 12.5.V63 1976.
What kind of reference source is it?

a) Bibliography
b) Handbook
c) Statistical source
d) Directory

B. Do this assignment in the Author/Title Catalog.

12. Find the card for the book entitled The RKO Story. Check the tracings on the bottom of the card. How many subject headings could you use to fine additional information?_____.

13. Find the card for the book entitled WW II. Check the tracings.
How many subject headings could you use to find additional information?
_____.

CLINTON COMMUNITY COLLEGE LIBRARY SPRING 1984

NAME _____ LIBRARY SKILLS UNIT

SECTION TIME _____ INSTRUCTORS G. FERNANDEZ AND _____

WORKSHEET V

A. Do this assignment in the Reference Room.
Find volume 31 of Readers' Guide for March 1971-February 1972. Look up the subject heading LIBERTY (p. 656).

1. How many periodical articles are listed under that subject heading?

   a) 1 b) 5 c) 7 d) 9

2. How many related subject headings could you use to find additional articles? _____.

3. How does the index indicate that to you?

   a) See also b) Sa c) See

4. Find volume 3 of Social Sciences Index for April 1976 to March 1977 and indicate how many periodical articles are cited under the subject heading INDUSTRIAL ACCIDENTS.

   a) 4 b) 5 c) 8 d) 1

5. How many cross references do you find under INDUSTRIAL ACCIDENTS? _____.
How does the index indicate this to you? _____.

6. Give a complete citation for a scholarly article in psychology. To do this you can consult Social Sciences Index or you can browse through the journals themselves. Remember you have to cite the following:

   Last name of author, First name. "Title of article." Title of Journal volume number (Date): page or pages number(s). (Use the initial p. for the word page or pp. for the word pages)

7. Refer to V.60, No 5 for November 1978 of Psychological Abstracts (Index table). Find brief subject index in the back of the book and look up the subject heading STRESS REACTIONS. How many articles are there under that subject? _____.

8. Find the abstract number 9664.
Give name of author or authors of article _____.
Title of article _____.
Title of journal _____.
Volume number _____ Date _____ Page(s) _____.

(b)

9. Find the book Ref Z7964.U49 K75.
What kind of reference book is it?

a) Bibliography
b) Handbook
c) Statistical source
d) Directory

10. Find the book Ref HA 12.5.V63 1977.
What kind of reference source is it?

a) Bibliography
b) Handbook
c) Statistical Source
d) Directory

B. Do this assignment in the Author/Title Catalog.

11. Find the card for the book entitled PO: a device for successful thinking. Check the tracings on the bottom of the card. How many subject headings could you use to find additional information? _____.

12. Find the card for the book entitled IGY: year of discovery; the story of the International Geophysical Year. Check the tracings. How many subject headings could you use to find additional information? _____.
List them below

Bibliography and Footnotes - Exercise

A)

HN
57
.G6

Gordon, Milton Myron, 1918–

Assimilation in American life: the role of race, religion, and national origins. New York, Oxford University Press, 1964.

276 p. illus. 21 cm.

Bibliographical footnotes.

1. U. S. — Soc. condit. 2. Assimilation (Sociology) 3. Social groups. I. Title.

HN57.G6

Write a bibliographic and footnote citation using the pertinent information from the catalog card above.

Bibliographic citation:

_____

_____

_____

Footnote citation:

_____

_____

_____

To Russia with love. F. Willey. il pors Newsweek 32:48 Ag 7 '78.

B)

Do the same using the information from a periodical index. (above)

Bibliographic citation:

_____

_____

_____

Footnote citation:

_____

_____

_____

WORKING BIBLIOGRAPHY

1. Books. Locate two up-todate books on your topic by using the Subject Catalog. Be sure they are relevant to your topic. Record the information you need for a citation: author/title/publisher/place/date.

   Book 1: _____

   _____

   _____

   Book 2: _____

   _____

   _____

2. Journal Articles. Find two journal articles that are closely related to your topic by using one or two indexes. Include the information you need for a citation: author and title of article/journal title/ volume/dates/pages.

   Journal Article 1: _____

   _____

   _____

   Journal Article 2: _____

   _____

   _____

3. Newspaper Article. Find two articles in the New York Times through the New York Times Index. Record all information needed: author and title of article (if given)/ newspaper title/date/page.

   Newspaper Article 1: _____

   _____

   _____

   Newspaper Article 2: _____

   _____

   _____

APPENDIX THREE:

PRETEST/POSTTEST

CLINTON COMMUNITY COLLEGE

LIBRARY SKILLS UNIT - SPRING 1984

NAME_____ SOC. SEC. NO. _____

SECTION_____ MALE_____ FEMALE_____

CURRICULUM(MAJOR)_____ FRESHMAN_____ SOPHMORE_____

FULL-TIME_____PART-TIME_____ INSTRUCTOR_____

PRE-TEST

Part I

1. C.C.C. Library has a divided catalog. One part is the Suject Catalog, and the other is: 1. _____

   a. Name catalog
   b. Title only catalog
   c. Title and author catalog
   d. Author only catalog

2. According to the Library of Congress classification system which of the following books will stand first on the shelves: 2. _____

   a. RA21 b. R210 C. R210
      C1 C10 C2

3. According to library filing rules which of the following entries would be filed first in the author/title catalog: 3. _____

   a. Aaker, David A.
   b. Aaaah! The story of the Heimlich maneuver
   c. ABC of reading
   d. A question of values

4. Books in CCC Library are arranged on the shelves by: 4. _____

   a. Size
   b. Author
   c. Library of Congress classification system
   d. Title

5. In the Library of Congress classification system, the letters "AY" in the call number AY67.N514 refer to the: 5. _____

   . Title
   . Publishing agency responsible for the book
   . Author's initials
   . General subject of the book
   . None of the above

6. A list of citations found in a book or in a journal article is the: 6. _____

a. Index
b. Bibliography
c. Table of contents
d. Glossary
e. Forward

7. Which of the following is true of articles in subject encyclopedias? 7. _____

a. The articles give background information
b. The articles usually include bibliographies for additional references.
c. The articles provide information to help narrow your topic
d. ALL of the above

8. In the Library of Congress Subject Headings list, the primary usefulness of the symbol "sa" is: 8. _____

a. To provide additional search terms which may also narrow the scope of a subject heading
b. To provide additional search terms which may also broaden the scope of a subject heading
c. To identify those subject headings which are not used
d. To identify the important suject headings

9. A complete citation to a periodical article typically includes a designated number of elements. Among these are author, title of article, title of journal, volume number, and date of issue. What element has been omitted from the listing? 9. _____

a. Subject heading
b. Place of publication
c. Call number
d. Pages of article
e. Nothing has been omitted

Part II

Questions 10-13: Select the item which best fits the definition below.

Items:
a. index
b. citation
c. tracing or added entries
d. cross reference
e. abstract

10. Terms at the bottom of a catalog card that tell you what the book can be found under. 10. _____

11. A reference to a work which is being quoted or used as a source of authority. 11. _____

12. A source of access to the contents of journals. 12. _____

13. A brief summary that gives essential points of a book or article. 13. _____

Questions 14-16: Select the item which best matches the definitions below.

Items: a. Almanac
b. Directory
c. Atlas
d. Bibliography
e. Handbook

14. A list of citations or references, usually on a certain topic. 14. _____

15. A book with accepted factual information (statistics, narrative, or both) used to answer specific questions, verify data, or solve problems, in a subject area. 15. _____

16. An annual publication with all kinds of interesting information, both current and historical, and not limited to a specific subject area. 16. _____

Part III

Questions 17-23: Select the best reference source for locating answers to the information needs outlined below.

BEST REFERENCE SOURCE

a. Readers' Guide to Periodical Literature
b. New York Times Index
c. Information Please Almanac
d. Social Sciences Index
e. Energy Handbook
f. Encyclopedia Britannica

INFORMATION NEEDS

17. Factual data on how solar power is created. 17. _____

18. A summary of different views on abortion 18. _____

19. Scholarly journal articles on the safety of nuclear power plants. 19. _____

20. Factual data on sports, politics, disasters, discoveries and inventions. 20. _____

21. An (objective) report of the known facts behind the U.S. raid to free the hostages in Iran. 21. _____

22. Select the correct interpretation of the following reference from the New York Times Index:

N 14, 2:3

a. Number 14, section 2, page 3
b. Number 14, page 2, section 3
c. November 14, page 2, column 3
d. November 14, section 2, page 3

22. _____

23. In most abstracting services (like Psychological Abstracts) locating abstracts involves: 23. _____

a. Using a subject index and noting the abstract number
b. Using a subject index and noting the article title
c. Using only the subject index since it also includes the abstracts

Questions 24-29 Answer these true and false questions by referring to the catalog card reproduced below:

MEDICAL SECRETARIES

Z
49
.R66
1967

Root, Kathleen (Berger) 1891-
Medical typing practice [by] Kathleen Berger Root [and] Edward E. Byers. 2d ed. New York, Gregg Division, McGraw-Hill, c1967.

iv, 108 p. 29 cm.

1. Typewriting. 2. Medical secretaries. I. Byers, Edward Elmer, joint author. II. Title.

Z49.R66 1967 652.3 67-30050
MARC

Library of Congress

24. The complete call number for the book represented by this card is Z49R661967.

1. True
2. False

25. The book represented by this card contains a list of additional sources.

1. True
2. False

26. The catalog card tells you that this book can be found under the subject heading TYPEWRITING.

1. True
2. False

27. The title of the book represented by this card is Medical Secretaries.

1. True
2. False

28. There is a catalog card for this book in the Subject Card Catalog under the subject heading TYPEWRITING.

1. True
2. False

29. How would this book be cited in a bibliography 29. _____

a. Kathleen B. Root and Edward E. Byers, Medical Typing Practice(New York: McGraw Hill, 1967), p. 8.

b. Root, Kathleen B. and Byers, Edward E. Medical Typing Practice. New York: McGraw Hill, 1967.

to Periodical Literature reproduced below.

CHILDREN of divorced parents
California's children of divorce [excerpt from Surviving the break-up: how children actually cope with divorce] J. S. Wallerstein and J. B. Kelly. bibl il por Psychol Today 13:66-9+ Ja '80
Children of divorce. L. B. Francke and others. il Newsweek 95:58-9+ F 11 '80
Children of divorce as adults. C. Rubenstein. Psychol Today 13:74-6 Ja '80
Goodbye, kids. Mother's leaving home [excerpt from Children's secrets] T. J. Cottle. Atlantic 245:43-4+ Mr '80
→ How schools can help the children of divorce [study by Children of Divorce Project] J. B. Kelly and J. S. Wallerstein. Educ Digest 45: 13-16 Ja '80
Is joint custody good for children? C. Dullea. il N Y Times Mag p32-6+ F 3 '80
Spelling out visitation rights for grandparents. J. Bettner. Bus W p 109-10 F 4 '80

30. The volume number of the journal in which the cited article appears is: 30. _____

1. 80
2. 18
3. 33
4. 30
5. 24
6. Not given

31. The beginning page of the article is: 31. _____

1. 80
2. 18
3. 33
4. 30
5. 24
6. Not given

Questions 32-33: Anwer this question by referring to the citation taken from Psychological Abstracts reproduced below:

2283. Sommerville, C. John. (U Florida) English Puritans and children: A social-cultural explanation. *Journal of Psycho-History*, 1978(Sum), Vol 6(1), 113-137. —Presents an essay in the cultural history of childhood, with 3 purposes: (a) to offer evidence that the Puritans were the first Englishmen to show much interest in children, (b) to show that this interest came from instrumental rather than psychological motives (i.e., from a desire to preserve the Puritan movement rather than from displacement of unconscious conflicts), and (c) to demonstrate that this motive led to an increased understanding of the child's needs and a greater definition of childhood. Children's literature (prior to 1710) is examined for content, religious persuasion of the author, and stylistic differences. The effect of religious controversy on education is examined. (76 ref) —*M.*

32. "2283" is: 32. _____

1. The number of the volume containing this abstract
2. The number of the page containing this abstract
3. The number used to identify this abstract
4. A number which can be ignored

33. John C. Sommerville is : 33. _____

1. The author of the abstract
2. The author of the article
3. The Journal's editor

CLINTON COMMUNITY COLLEGE — LIBRARY SKILLS UNIT - SPRING 1984

NAME_____ SOC. SEC. NO. _____

SECTION_____ MALE_____ FEMALE_____

CURRICULUM(MAJOR)_____ FRESHMAN_____ SOPHMORE_____

FULL-TIME_____ PART-TIME_____ INSTRUCTOR_____

POST TEST

Part I

1. C.C.C. Library has a divided catalog. One part is the Suject Catalog, and the other is: 1. _____

   a. Name catalog
   b. Title only catalog
   c. Title and author catalog
   d. Author only catalog

2. According to the Library of Congress classification system which of the following books will stand first on the shelves: 2. _____

   a. RA21 C1 b. R210 C10 C. R210 C2

3. According to library filing rules which of the following entries would be filed first in the author/title catalog: 3. _____

   a. Aaker, David A.
   b. Aaaah! The story of the Heimlich maneuver
   c. ABC of reading
   d. A question of values

4. Books in CCC Library are arranged on the shelves by: 4. _____

   a. Size
   b. Author
   c. Library of Congress classification system
   d. Title

5. In the Library of Congress classification system, the letters "AY" in the call number AY67.N514 refer to the: 5. _____

   . Title
   . Publishing agency responsible for the book
   . Author's initials
   . General subject of the book
   . None of the above

6. A list of citations found in a book or in a journal article is the: 6. _____

   a. Index
   b. Bibliography
   c. Table of contents
   d. Glossary
   e. Forward

7. Which of the following is true of articles in subject encyclopedias? 7. _____

   a. The articles give background information
   b. The articles usually include bibliographies for additional references.
   c. The articles provide information to help narrow your topic
   d. ALL of the above

8. In the Library of Congress Subject Headings list, the primary usefulness of the symbol "sa" is: 8. _____

   a. To provide additional search terms which may also narrow the scope of a subject heading
   b. To provide additional search terms which may also broaden the scope of a subject heading
   c. To identify those subject headings which are not used
   d. To identify the important suject headings

9. A complete citation to a periodical article typically includes a designated number of elements. Among these are author, title of article, title of journal, volume number, and date of issue. What element has been omitted from the listing? 9. _____

   a. Subject heading
   b. Place of publication
   c. Call number
   d. Pages of article
   e. Nothing has been omitted

Part II

Questions 10-13: Select the item which best fits the definition below.

Items:
   a. index
   b. citation
   c. tracing or added entries
   d. cross reference
   e. abstract

10. Terms at the bottom of a catalog card that tell you what the book can be found under. 10. _____

11. A reference to a work which is being quoted or used as a source of authority. 11. _____

12. A source of access to the contents of journals. 12. _____

13. A brief summary that gives essential points of a book or article. 13. _____

Questions 14-16: Select the item which best matches the definitions below.

Items:
a. Almanac
b. Directory
c. Atlas
d. Bibliography
e. Handbook

14. A list of citations or references, usually on a certain topic. 14. _____

15. A book with accepted factual information (statistics, narrative, or both) used to answer specific questions, verify data, or solve problems, in a subject area. 15. _____

16. An annual publication with all kinds of interesting information, both current and historical, and not limited to a specific subject area. 16. _____

Part III

Questions 17-23: Select the best reference source for locating answers to the information needs outlined below.

BEST REFERENCE SOURCE

a. Readers' Guide to Periodical Literature
b. New York Times Index
c. Information Please Almanac
d. Social Sciences Index
e. Energy Handbook
f. Encyclopedia Britannica

INFORMATION NEEDS

17. Factual data on how solar power is created. 17. _____

18. A summary of different views on abortion 18. _____

19. Scholarly journal articles on the safety of nuclear power plants. 19. _____

20. Factual data on sports, politics, disasters, discoveries and inventions. 20. _____

21. An (objective) report of the known facts behind the U.S. raid to free the hostages in Iran. 21. _____

22. Select the correct interpretation of the following reference from the New York Times Index:

N 14, 2:3

22. _____

a. Number 14, section 2, page 3
b. Number 14, page 2, section 3
c. November 14, page 2, column 3
d. November 14, section 2, page 3

23. In most abstracting services (like Psychological Abstracts) locating abstracts involves: 23. _____

a. Using a subject index and noting the abstract number
b. Using a subject index and noting the article title
c. Using only the subject index since it also includes the abstracts

Questions 24-29 Answer these true and false questions by referring to the catalog card reproduced below:

MEDICAL SECRETARIES

Z
49 Root, Kathleen (Berger) 1891-
.R66 Medical typing practice [by] Kathleen Berger Root [and] Ed-
1967 ward E. Byers. 2d ed. New York, Gregg Division, McGraw-Hill, c1967.

iv, 108 p. 29 cm.

1. Typewriting. 2. Medical secretaries. I. Byers, Edward Elmer, joint author. II. Title.

Z49.R66 1967 652.3 67-30050
MARC

Library of Congress

24. The complete call number for the book represented by this card is Z49R661967.

1. True
2. False

25. The book represented by this card contains a list of additional sources.

1. True
2. False

26. The catalog card tells you that this book can be found under the subject heading TYPEWRITING.

1. True
2. False

27. The title of the book represented by this card is Medical Secretaries.

1. True
2. False

28. There is a catalog card for this book in the Subject Card Catalog under the subject heading TYPEWRITING.

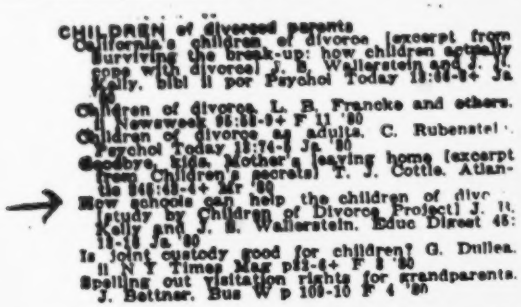
1. True
2. False

29. How would this book be cited in a bibliography 29. _____

a. Kathleen B. Root and Edward E. Byers, Medical Typing Practice(New York: McGraw Hill, 1967), p. 8.

b. Root, Kathleen B. and Byers, Edward E. Medical Typing Practice. New York: McGraw Hill, 1967.

Questions 30-31: Answer these questions by referring to the [illegible] by the arrow, in the excerpt taken from the Readers' Guide to Periodical Literature reproduced below.



CHILDREN of divorced parents
California's children of divorce [excerpt from Surviving the break-up: how children actually cope with divorce] J. B. Wallerstein and J. H. Kelly. bibl il por Psychol Today 13:66-9+ Ja '80
Children of divorce. L. B. Francke and others. il Newsweek 95:88-9+ F 11 '80
Children of divorce as adults. C. Rubenstein. Psychol Today 13:74-6 Ja '80
Goodbye, kids. Mother's leaving home [excerpt from Children's secrets] T. J. Cottle. Atlantic 245:43-4+ Mr '80
→ How schools can help the children of divorce [study by Children of Divorce Project] J. H. Kelly and J. B. Wallerstein. Educ Digest 45: 11-13 Ja '80
Is joint custody good for children? G. Dullea. il N Y Times Mag p11-4+ F 3 '80
Spelling out visitation rights for grandparents. J. Bettner. Bus W p 109-10 F 4 '80

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1. 80
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33. John C. Sommerville is : 33. _____

1. The author of the abstract
2. The author of the article
3. The journal's editor

APPENDIX FOUR:

STUDENT QUESTIONNAIRES, 1982 AND 1985

UNIT EVALUATION

SECTION 1: Items 1-10

INSTRUCTIONS: Use the following scale to rate each item in relation to how much you agree with the statement as it applies to your perception of this unit.

1- Strongly agree
2- Agree
3- Disagree
4- Strongly disagree
5- Not applicable or don't know

1. The instructor's objectives for the course have been made clear.	1 2 3 4 5
2. The instructor used class time well.	1 2 3 4 5
3. The instructor seemed to know when students didn't understand the material.	1 2 3 4 5
4. The instructor encouraged students to think for themselves.	1 2 3 4 5
5. The instructor seemed genuinely concerned with students progress and was actively helpful.	1 2 3 4 5
6. In this class I felt free to ask questions or express my opinions.	1 2 3 4 5
7. The instructor was well-prepared for each class.	1 2 3 4 5
8. The instructor summarized or emphasized major points in lectures or discussions.	1 2 3 4 5
9. The scope of the unit has been too limited, not enough material has been covered.	1 2 3 4 5
10. In my opinion the instructor has accomplished (is accomplishing) his or her objectives for the unit.	1 2 3 4 5

SECTION II: Items 11-17

INSTRUCTIONS: Rate each item using the scales given.

11. For my preparation and ability, the level of difficulty of this unit was

1 - Very elementary
2 - Somewhat elementary
3 - About right
4 - Somewhat difficult
5 - Very difficult

12. For me, the pace at which the instructor covered the material during the term was

1 - Very slow
2 - Somewhat slow
3 - Just right
4 - Somewhat fast
5 - Very fast

13. To what extent did the instructor use examples or illustrations to help clarify the material?

1 - Frequently
2 - Occasionally
3 - Seldom
4 - Never

14. I learned the most in this course from (choose one):

1 - Lectures
2 - Class participation
3 - Audiovisual presentations
4 - Individual work on the assignments
5 - Group work on the assignments

15. Each worksheet assignment was closely related to what was taught in class

1 - All of the time
2 - Most of the time
3 - Sometimes
4 - Rarely

16. The objectives of the worksheet assignments were clear

1 - All of the time
2 - Most of the time
3 - Sometimes
4 - Rarely
5 - Never

17. The worksheet assignments were returned to me in time to use them for review

1 - All of the time
2 - Most of the time
3 - Sometimes
4 - Rarely
5 - Never

SECTION III: Items 18-30

INSTRUCTIONS for items 18-21: The goals of this unit are summarized below. Use the following scale to rate each item in relation to its importance to you as a student.

1 - Very important
2 - Somewhat important
3 - Somewhat unimportant
4 - Unimportant

18. Ability to develop appropriate search strategies 1 2 3 4
19. Evaluation of materials for relevance and quality 1 2 3 4
20. Efficient use of the card catalogs 1 2 3 4
21. Efficient use of indexing and abstracting tools 1 2 3 4

INSTRUCTIONS for items 22-26: Use the following scale to rate how successful this unit was for you in meeting these goals.

1 - Very successful
2 - Somewhat successful
3 - Somewhat unsuccessful
4 - Unsuccessful

22. Ability to develop appropriate search strategies 1 2 3 4
23. Evaluation of materials for relevance and quality 1 2 3 4
24. Efficient use of card catalogs 1 2 3 4
25. Efficient use of indexing and abstracting tools 1 2 3 4
26. Ability to write bibliography and footnote citations 1 2 3 4

SECTION IV: Items 27 - 30

INSTRUCTIONS: Use the following scale to rate items 27-29

1 - Excellent
2 - Good
3 - Satisfactory
4 - Poor
5 - Not applicable, or don't know

27. I would rate the general quality of the lecture as... 1 2 3 4 5

28. I would rate the overall value of class discussion as... 1 2 3 4 5

29. I would rate the overall value of this unit to me as... 1 2 3 4 5

Use the following scale to rate item 30

1 - Very important
2 - Somewhat important
3 - Somewhat unimportant
4 - Unimportant

30. I would rate the implementation of a one-credit-hour Library Skills course 1 2 3 4

CLINTON COMMUNITY COLLEGE
Plattsburgh, New York 12901 - 4297
Telephone: 518-561-6650

April 23, 1985

Dear

Would you please take the time to fill out the enclosed evaluation form for the library skills unit you participated in the Spring of 1984.

Your answers will help us revise the areas of the unit that need improvement. They will also help us strengthen the points you have identified as "good". Please return the questionnaire by May 20, 1985.

Thank you for your cooperation.

Sincerely,

Georgina Fernandez
Assistant Librarian

Equal Opportunity/Affirmative Action Employer

CLINTON COMMUNITY COLLEGE LIBRARY SKILLS UNIT APRIL 1985

UNIT EVALUATION

SECTION 1: Items 1-10

INSTRUCTIONS: Use the following scale to rate each item in relation to how much you agree with the statement as it applies to your perception of this unit.

1- Strongly agree
2- Agree
3- Disagree
4- Strongly disagree
5- Not applicable or don't know

(Number of answers is given below in parenthesis)

1. The instructor's objectives for the course have been made clear. (4) 1 (7) 2 3 4 5
2. The instructor used class time well. (7) 1 (7) 2 3 4 5
3. The instructor seemed to know when students didn't understand the material. (5) 1 (10) 2 (1) 3 4 5
4. The instructor encouraged students to think for themselves. (10) 1 (5) 2 (1) 3 4 5
5. The instructor seemed genuinely concerned with students progress and was actively helpful. (10) 1 (5) 2 (1) 3 4 5
6. In this class I felt free to ask questions or express my opinions. (3) 1 (8) 2 3 4 5
7. The instructor was well-prepared for each class. (10) 1 (5) 2 3 4 (1) 5
8. The instructor summarized or emphasized major points in lectures or discussions. (7) 1 (9) 2 3 4 5
9. The scope of the unit has been too limited, not enough material has been covered. (1) 1 2 (9) 3 (4) 4 (1) 5
10. In my opinion, the instructor has accomplished her objectives for the unit. (8) 1 (8) 2 3 4 5

SECTION II: Items 11-17

INSTRUCTIONS: Rate each item using the scales given.

11. For my preparation and ability, the level of difficulty of this unit was

(1) 1 - Very elementary
(1) 2 - Somewhat elementary
(10) 3 - About right
(4) 4 - Somewhat difficult
5 - Very difficult

12. For me, the pace at which the instructor covered the material during the term wa:

(1) 1 - Very slow
(3) 2 - Somewhat slow
(8) 3 - Just right
(5) 4 - Somewhat fast
5 - Very fast

13. To what extent did the instructor use examples or illustrations to help clarify the material?

(13) 1 - Frequently
(3) 2 - Occasionally
(1) 3 - Seldom
4 - Never

14. I learned the most in this course from (choose one):

(2) 1 - Lectures
(2) 2 - Class participation
(8) 3 - Individual work on the assignments
(4) 4 - Group work on the assignments

15. Each worksheet assignment was closely related to what was taught in class

(11) 1 - All of the time
(4) 2 - Most of the time
(1) 3 - Sometimes
4 - Rarely

16. The objectives of the worksheet assignments were clear

(9) 1 - All of the time
(6) 2 - Most of the time
(1) 3 - Sometimes
4 - Rarely
5 - Never

17. The worksheet assignments were returned to me in time to use them for review

(7) 1 - All of the time
(7) 2 - Most of the time
3 - Sometimes
(2) 4 - Rarely
5 - Never

SECTION III: Items 18-30

INSTRUCTIONS for items 18-21: The goals of this unit are summarized below. Use the following scale to rate each item in relation to its importance to you as a student.

1 - Very important
2 - Somewhat important
3 - Somewhat unimportant
4 - Unimportant

18. Ability to develop appropriate search strategies (5) 1 (1) 2 3 4
19. Evaluation of materials for relevance and quality (11) 1 (4) 2 (1) 3 4
20. Efficient use of the card catalogs (13) 1 (3) 2 3 4
21. Efficient use of indexing (5) 1 (3) 2

INSTRUCTIONS for items 22-26: Use the following scale to rate how successful this unit was for you in meeting these goals.

1 - Very successful
2 - Somewhat successful
3 - Somewhat unsuccessful
4 - Unsuccessful

22. Ability to develop appropriate search strategies (6) 1 (9) 2 (1) 3 4
23. Evaluation of materials for relevance and quality (6) 1 (9) 2 (1) 3 4
24. Efficient use of card catalogs and indexing (9) 1 (7) 2 3 4
25. Ability to write bibliography and footnote citations (10) 1 (4) 2 (2) 3 4

GUIDE NO. 5

FOOTNOTES

Although you have written the paper in your own words, you have used information and ideas which are not originally yours. These ideas may be presented as direct quotations or in your own words, but whatever the case may be, the author of such ideas must receive the credit.

The footnotes should contain complete bibliographic information which is provided the first time a source is acknowledged. From there on, every time the same source is cited it should be shortened. Examples;

1) For a work which has been cited in the immediately preceding footnote.
   [9]Ibid, p. 8.

2) For a book by one author when only one work by that author has been used.
   [10]Hemingway, p. 15.

3) When using more than one work by the same author, give a shortened form of the title that has already been cited.
   Hemingway, For Whom, p. 17.

4) For a book by two authors.
   [12]Eveleth and Tanner, p. 65.

BIBLIOGRAPHY

A research paper is not complete without a listing of all references used in the preparation of the work. The bibliography cards used for your working bibliography will help to supply the required information. Your final bibliography should be the result of following the steps below:

1) Arrange your bibliography alphabetically according to the author's last name. If no author is given, use the first important word of the title. If the work is published by a society and no author is given consider the society as the author.

2) Punctuate as indicated in the examples on the following page. When the entire source has been consulted as a background information, page number need not be included.

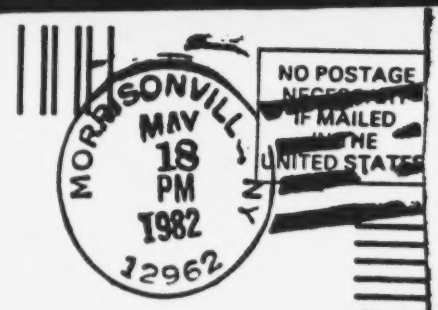
3) Include in the bibliography only those sources you have actually used for the content of your paper.

4) If your bibliography contains more than one book by the same author, substitute a line for his name in the second entry. Example:

   1. Hemingway, Ernest. For Whom the Bell Tolls. New York: C. Scribner, 1940.

   2. _____ Green Hills of Africa. New York: Scribner, 1935.

Prepared by GF



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